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The

# Journal of Education

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To meet the wishes of as many of our friends as possible we have determined to reprint the January and July issues of the Journal, which are now exhausted. Without reprinting all the back issues for the year we cannot, we fear, satisfy everybody; but to do that is simply impossible. We shall be able in about three weeks to supply the back issues for the year complete, to a limited extent only. Early orders should be sent to the Manager.

## OUR SUPPLEMENT.

We purpose bringing out annually in July or August, as a supplement to the *Journal*, a volume containing the Question Papers set at all the principal examinations held under the orders of the Director of Public Instruction and Commissioner for the U. C. S. Examinations. To these we shall also add the Pleadership papers set at the examination held under the orders of the High Court.

The University papers are always published in the University Calendar about July; we also give many of them in the current issues of the *Journal*, so that we have not thought it necessary to

include any of them in our Supplement. The following are the papers we are now publishing :—

1. The Upper Secondary Examination, 1890.
2. The Higher Examinations in Science, Art and Industries, 1889-90.
3. School-Management Examination, 1890.
4. Pleaders' Test Examination, 1890.
5. The Special Tests, 1889.
6. The Salt and Abkari Tests, 1889.

In addition to all the papers set in the English language at the Upper Secondary Examination, we are giving the Tamil, Telugu and Latin papers of that examination.

The expense of printing the volume is considerable, and we are therefore obliged to charge our subscribers *eight annas* extra for the supplement; to non-subscribers the price of the volume will be *twelve annas;* postage extra in each case. The book will be ready about the end of the month. Those wishing to secure copies should apply at once to the Superintendent, Lawrence Asylum Press, Mount Road, Madras, as only a limited edition is being printed.

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## Mr. H. B. GRIGG, M.A., C.I.E., C.S.

The last issue of our Journal having duly appeared on the 1st ultimo, we were not able to refer to the appointment of Mr. H. B. Grigg, the Director of Public Instruction, as Acting Resident of Travancore. The appointment, though temporary, will no doubt give Mr. Grigg a claim to the Residentship when it becomes permanently vacant. We are glad to find that Government have shown their appreciation in this very appropriate manner of the services rendered by Mr. Grigg to the cause of education.

Mr. Grigg has been at the head of the Educational Department for nearly ten years and the history of education during this period has certainly been one of progressive development. In 1881-82, the year in which Mr. Grigg's responsibilities as Director commenced, there were 12,878 schools and 327,808 scholars. At the

close of 1888-89, the latest year for which statistics are at presen available, the number of schools stood at 18,931 and the number of scholars at 552,152. The increase is most remarkable, especially when compared with the progress made in education in the sister Presidencies during the corresponding period. At the beginning of the period one boy in 9, and one girl in 72, of school-going age were at school; at its close the proportion had risen to one in 5, and one in 33 respectively. Even leaving statistics out of consideration, we have no hesitation in saying that the general effects of Mr. Grigg's educational policy have been on the whole highly beneficial. We have had, it is true, occasion to oppose vigorously some of the measures adopted by the Director. We confess that we have little sympathy with Mr. Grigg's fancy for endless examinations, with his eagerness to reproduce in this country the educational developments of Great Britain, and his passion for change. But these are defects in his administration which we can well afford to overlook, when we take into consideration the good points in it, some of which we shall refer to here.

Mr. Grigg has given a great stimulus to private activity in the matter of higher education. It is noteworthy that out of 27 colleges in Bengal as many as 13 are maintained by Government and only 7 are aided institutions, whereas in this Presidency Government colleges are represented by 7 and aided by 21. He has also helped as far as possible private efforts in regard to secondary education. Primary education has doubtless not advanced to the extent desirable, but this is mainly due to financial exigencies. Statistics, however, point to the superior position, even in this respect, occupied by this Presidency, when compared with the sister Presidencies. It is observed from Sir Alfred Croft's report on Education in India that this Presidency contains between a seventh and an eighth of the total number of Primary schools in India, Burma included, and about one-seventh of the total number of pupils.

From a statistical point of view the progress in female education has been very satisfactory. It is true that the higher education of women can hardly be said to have commenced, but, in the matter of the Primary and Lower Secondary education of females, the progress is all that can be desired.

In one of his reports on Public Instruction Mr. Grigg says:—"I believe that we are on the eve in this Presidency of a really vigorous and powerful movement in favour of a sound system of technical education." To those who are aware of the number of industrial and technical schools that have come into existence during the last ten years and the steps that have been taken to develop technical and scientific education, the above statement will appear by no means over-sanguine.

The teaching agency in schools and colleges has been considerably improved, owing chiefly to the development of the Teachers' College, the opening of Board Normal Schools, and the pressure brought to bear upon managers to have their teachers technically qualified. Mr. Grigg has done a great deal to develop physical education. He has also put forth special efforts to improve the educational position of the Muhammadan community. The Inspecting Agency has been completely re-organised so as to allow of native agency being employed to a larger extent than hitherto. These, we venture to think, are some of the many good points of Mr. Grigg's administration, and should largely outweigh any little irritation caused by Mr. Grigg's desire to force ideal standards of instruction on the schools of Southern India. If Mr. Grigg would but lay to heart the motto "*festina lente*" we should have nothing but the most unstinted praise to bestow upon his administration.

Personally his relations with educationists have been most cordial. If here and there a grumbler is found it need not be matter for astonishment. All must admit Mr. Grigg's earnest efforts to do everything in his power for the intellectual enlightenment of the people of Southern India.

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## UNIVERSITY EXAMINERS, 1890-91.

In our June issue we gave the names of those to whom University Examinerships had been offered. Of the gentlemen in that list the following refused or could not take up the Examinerships offered them in *English*—Mr. R. S. Benson, Rev. C. W. A. Clarke, and Mr. Geo. Bickle. In *History* the Rev. Geo. Patterson was unable, through absence in England, to accept an Examinership; and in *Law* Mr. A. Ramachandra Aiyar declined the honour.

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The vacancies thus caused have been filled up as follows :—

*English.*

Rev. E. M. Macphail, M.A., Professor, Madras Christian College.

H. Malim, Esq., M.A., Caldwell College, Tuticorin.

J. G. Tait, Esq., M.A., Central College, Bangalore.

*History.*

Rev. A. S. Laidlaw, M.A., B.D., Professor, Christian College.

*Law.*

N. Subrahmanian, Esq., Barrister-at-Law, Member of the Council of the Madras Christian College.

It will thus be seen that out of *five* vacancies, *three* have been filled up by the appointment of Professors from the Christian College or gentlemen intimately connected with it.

In the name of decency we protest against the number of Examiners on the English Board, who are either Professors at the Christian College, or Members of the Christian College Council. There are 17 senior Examiners in English and the following is the list of those among them, who are connected in some way with the Christian College.

Rev. G. M. Rae, (*Chairman*), Secretary to the Free Church of Scotland Mission, Member of the Council of the Christian College, and for a long while Professor in the College.

Rev. James Cooling, Member of the Christian College Council.

Rev. E. M. Macphail, Professor, Christian College.

C. A. Paterson, Esq., Member of the Christian College Council.

Rev. G. Pittendrigh, Professor, Christian College.

We do not hesitate to say that if the Syndicate were to present the list of Examiners every year, when made out, to the Senate for approval, no such scandal—for it is nothing short of this—would be possible.

Until the Senate asserts itself and shows that it is determined to put an end to the improper use of power now exercised by the Syndicate, we cannot look for lists of University Examiners which shall be above all suspicion of favouritism and undue influence.

# NEWS AND NOTES.

## LOCAL AND INDIAN.

The Madras University Calendar for 1889-91 is just ready for delivery.

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We observe that Mr. Cheruvari Krishnan, B.A., the Government Scholar from this Presidency, now in England, has been called to the Bar.

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A reward of a thousand rupees has been granted to Surgeon A. E. Roberts of the Indian Medical Service for his Sanitary Text-Book for Schools in India.

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Five natives of India, out of ten that competed, have succeeded in passing the open competitive examination for the Indian Civil Service. This is a remarkable and gratifying fact.

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Mr. T. T. Logan, B.A., Inspector of Schools, has returned from furlough, and will proceed to take charge of the Southern Circle. Mr. Bickle, on relief, will take charge of the Central Circle.

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The Director has called upon the Principal of the Presidency College to report whether it is not necessary to increase the College staff by the addition of a Junior Professor to the College.

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The following Christian College Professors arrived from England shortly after the reopening of the College in July,—Rev. W. Skinner, M.A., Rev. E. M. Macphail, M.A., and Mr. Michie Smith, B.SC.

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Of the 125 candidates examined at the first Upper Secondary Examination only three have passed, two from Chengalvaroya Naicker's Commercial and Technical High School, and one private candidate.

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Government has passed final orders on the report of the Agricultural Committee. The Junior Department of the Agricultural College is to be abolished and branch schools of Agriculture, teaching up to the Upper Secondary standard, with demonstation farms attached, are to be opened in five districts. The Senior Department of the College will be linked to the District Schools by Scholarships; it will be much strengthened, the practical department extended, and non-agricultural subjects struck out of the curriculum.

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Government has approved of the recommendation of the Director of Public Instruction to raise the salary of the Senior Inspectress of Girls' Schools and to make the increment to the salary of the Junior Inspectress annual, instead of biennial.

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Professor W. Wordsworth, M.A., C.I.E., has been appointed Vice-Chancellor of the Bombay University in succession to Dr. Mackichan. The appointment seems to have given great satisfaction to those interested in the welfare of the sister University.

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The Government Hobart Muhammadan School has of late much improved under its Head Mistress, Miss Morgan, who has now gone on two years' leave without allowances, to be Head Mistress of the school at Port Blair, Andamans. Miss M. Karney, an old Dovetonian, acts as Head Mistress of the Muhammadan Girls' School.

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The Honble Mr. Justice Norris of Calcutta has sent some suggestions to the Calcutta University regarding the revision of the rules for the appointment of the Tagore Law Professor. The candidate for the Professorship is to be required to submit to the Committee a scheme of his intended course of lectures and the first lecture fully written out.

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Government has sanctioned a revised Code of Rules for the working of the Teachers' College. This Code will be found in its proper place in the forthcoming issue of the *Educational Calendar and Directory*. A branch Normal School, to train teachers of Primary grade for schools in the Madras and Chingleput Districts, will be organised in connexion with the College.

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We learn that a comprehensive scheme, embracing the Science, Art, Industrial, and Commercial subjects of the Middle School Examination and those of the Higher Technical Examinations (instituted in Government Notification, No. 25 of 31st March 1886,) and making proposals for the more efficient working of these examinations, is now before Government.

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The Director of Public Instruction has ruled in his Proceedings No. 6024, dated 12th June 1890, that the period of holding *Sessional Schools* may be extended to three months, and that without special grounds for exemption, Inspecting schoolmasters should not be relieved of the duty of holding these schools, as the instruction of village masters is among the most important of their legitimate duties.

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At a meeting of the Senate of the Bombay University, Mr. Mehta brought forward a motion for the appointment of a Committee of the Senate for the purpose of enquiring into the working of the present system of appointing University examiners and suggesting such improvements and reforms as might appear desirable and practicable. The proposition was after considerable discussion put to the vote and carried.

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The distinction between schools "old" and "new" in the F and G lists of the Grant-in-Aid Code, Chapter III, Article 23, has been entirely abolished by the Director of Public Instruction in Proceedings No. 6497 of 26th June 1890. Grants will be calculated in each school from a single date for all standards from whatever funds the grants may be payable, the date chosen being that which, according to the rule, is most favourable to the school.

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The following is a summary of the passes at the last Special Middle School Examination in special subjects from Technical schools:—Mercantile Arithmetic, 23; Commercial Correspondence, 27; Bookkeeping, 12; Phonography, 7; Political Economy, 1; Drawing, 9; Wood Engraving, 5; Pottery, 1; Music, 5. The candidates that passed in the last subject were:—Annie Hall, Kathleen Elliott, Richard Harman, (*First-class*), and George Harman, (*Second-class*). The brothers Harman are present Dovetonians.

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The papers for the next Middle School Examination (*the last*), the Higher Examination for Women, and the Special Primary Examination will be drawn up by the following Committee:—

Mr. G. H. Stuart, M.A., (*Chairman*), Mr. J. Adam, M.A., Miss Pratt, Miss Rajagopaul, Mr. Geo. Bickle, Mr. Geo. Maddox, B.A., Rev. Geo. Pittendrigh, M.A., Rev. J. Cooling, B.A., Rev. A. Walsh, M.A., M.R.Ry. P. S. Annachariar, B.A., M.R.Ry. V. Krishnamachariyar, and M.R.Ry. V. Vijiaranga Mudaliar.

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On page 387 will be found the list of candidates who passed at the recent Medical Examinations. For the First L. M. and S. Examination 69 registered, of whom 10 passed, 2 were absent from the examination and 57 failed. Of the 57 that failed, 7 failed in all subjects, 36 in Chemistry, 34 in Physiology and 31 in Anatomy. Of those who failed in Chemistry no fewer than 34 would have failed even if they had passed in Chemistry, and of the 31 that failed in Anatomy 27 failed in other subjects. As a matter of fact the failure in Physiology was as bad as in Chemistry and Anatomy, proving conclusively how very ill-prepared the candidates were.

At the Second L. M. and S. Examination 19 candidates registered, of whom 8 passed, 2 were absent from examination, and 9 failed. Four appeared at the Preliminary Scientific Examination with the result that 2 passed, the other 2 failing. At the first M. B. and C. M. Examination 5 registered and only 1 passed, 4 having absented themselves from the examination. At the second M. B. and C. M., 5 appeared and only 1 passed, the rest failing.

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The *Scotsman* of the 17th ultimo contained the following short but sympathetic notice of Mr. W. A. Porter, who was at one time so well-known in this Presidency :—

In our obituary column to-day, we record the death of a man who, in his own firm, but quiet and unostentatious way, did great service to education in Southern India. Mr. Porter was a native of the north of Ireland and graduated at the University of Glasgow. He soon afterwards entered St. Peter's College, Cambridge, and was Third Wrangler in 1848. He was at once elected to a fellowship in his college and a few years later became tutor. In 1863 he was appointed by Sir Charles Wood to the district college at Combaconum. There he remained for fifteen years, with occasional intervals, when he acted as *locum tenens* for the Principal of the Presidency College, Madras. Under him the Combaconum College met with extraordinary success, and ultimately became known as the "Cambridge of South India." He left Combaconum to become tutor to the young Maharajah of Mysore, who, when he came of age, appointed Mr. Porter his private secretary. Mr. Porter had recently settled in Edinburgh, where he had many attached and admiring friends. His wife, who was a daughter of the Rev. Professor Welsh, D.D., died in India.

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Mr. H. G. Stuart, M.A., now Acting Principal of the Presidency College, and lately in charge of the Office of the Inspector of Schools, Central Division, recently presided at the Prize Distribution to the pupils of the Congress High School, Madanapalle, upon which occasion he gave an address from which we extract the following very sensible remarks :—

"To those who have not won prizes I would say do not be discouraged but try again; and all of you remember that when your school days are finished you are, after all, merely at the beginning of your education. You leave your school or your college to enter the larger school of the world, where your education will continue all your lives. Some of you will win the prizes of life; all of you, I hope, will lead useful lives,

always adding to your store of knowledge and being sources of enlightenment and usefulness to those around you. It is pleasing to hear from the able Report of the Headmaster that this school continues to command the confidence of the inhabitants of the town. The results in the public examinations were not exactly satisfactory, and I am sorry to see a tendency to attribute bad results to the severity of the examinations. The bad workman, it is said, complains of his tools; in this country the plucked candidate complains of his Examiners or his luck, and attributes his failure to anything rather than to what is, in nine cases out of ten, the real cause, viz., his imperfect preparation. Too often the object aimed at is merely a bare pass. If all aimed at passing high in the first class, then, though there might be some disappointments, the general average of success would improve."

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The Lawrence Asylum Press has recently printed a School Diary, and a Time-Table form in colours, for mounting which latter good strong boards, with eyelet holes, are supplied. The cost of the *Time Tables*, printed on English foolscap, is 12 annas per dozen, and of the boards for mounting them 3 annas each. The *Diary* (price 14 annas per copy) has 2 days to a page and is calculated on 240 working days to the year. Facing the front page of the Diary there are the following instructions:—

The object of keeping this Diary is to enable the Head of the Institution and the Teacher himself to see what progress is being made from day to day and month to month, and thus to regulate the courses of study in each class more easily. The Diary should also form a perfect record, from which the character of any particular boy may be at once gathered. In the hands of a judicious Teacher it will be found a great help in maintaining good discipline in his class. Great care should be taken to enter the Diary up regularly every day at the close of each lesson, or at any rate at the close of school. The date, the strength of the class, the numbers present morning and afternoon, the subjects taught each day, and the portion of each subject taught have each an appropriate place in the Diary. Under the head of 'Notes' should be entered the names of all boys who are late for school, or are absent, with any further remarks that may be necessary; all punishments, with reasons for the punishments awarded; and any other matters the Teacher thinks should be recorded. Once a week, or at least once a month, in Institutions where monthly meetings of Masters are held, the Diary, with all other Class Registers, should be brought up for the Headmaster's signature.

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LITERARY AND GENERAL.

The number of persons matriculated at Cambridge University during the present year is 1,027, the largest number on record.

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At Frankfort-on-the-Main, says the London *Educational Times*, the school authorities have prohibited public school teachers from giving more than six private lessons per week, unless with special permission.

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Sir Henry Cunningham, once Advocate-General of Madras, has largely added to his literary fame by his new book "*The Heriots*" which is said to be no mean companion to Thackeray's "*Pendennis*."

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Mr. Thornton sends us (*Journal of Education*, London) the exact number of teachers holding the Cambridge Teaching Diploma—379 women, of whom 304 have also passed the Practical examination, and 32 men, 10 of whom have also passed in the Practical part.

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The sixth volume of "Blackie's Modern Cyclopædia," edited by Dr. Charles Annandale, has been published. The volume begins with "Mona," and ends with "Postulate." The articles, like those of the previous volumes, are remarkably clear, concise and accurate.

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"A Primer of Spoken English" by H. Sweet, M.A., has recently been published at the Clarendon Press. The whole book is full of interest and usefulness, for the student of English as well as for the phonetic specialist. Its published price is three shillings and sixpence.

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Mr. Henry Frowde will publish in the early autumn a 'Guide-Book to Books.' This guide-book will contain lists of books that may be recommended as of value in every department of knowledge, and brief notes will be added, where necessary, explanatory of the scope and nature of the works mentioned in it.

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Normal Schools for teachers have been in existence in Spain since 1839. At present the country has 47 such schools for men, and 33 for women. The Minister of Education contemplates discontinuing 60 of these institutions, preserving only 20; but these latter he intends to connect with Universities. His object is to benefit both the Normal Schools and the Universities.

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The editors of the German periodical *Anglia* announce that the critical part of their quarterly is in future to be published monthly, with the title "Mitteilungen aus dem Gesammten Gebiete der Englischen Sprache und Litteratur," in order to assist in forwarding a constant literary intercourse between England, America, and Germany. One of the chief aims of this monthly report is to give an exhaustive account of English and American periodicals and novels. Mr. David Nutt is the London publisher of the paper.

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A pupil in a quiet boarding school in Pennsylvania displayed sometime since no small degree of industry in collecting autographs of distinguished *literati*. James Russel Lowell was one of the number addressed. The address to him was substantially, "I would be very much obliged for your autograph." The response contained a lesson that many besides the ambitious pupil have not learned :—"Pray do not say hereafter 'I would be obliged.' If you *would* be obliged, be obliged and be done with it. Say, 'I should be obliged, and oblige yours truly James Russel Lowell."—*Journal of Education* (Boston).

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It may be noted with pleasure that one of the chief University lecture-rooms at Cambridge, the theatre at the Museum of Archæology, is to be occupied by a lady next term. It has been granted by the Fitz-william Syndicate for the use of Miss Jane Harrison. The lectures, we understand, will not be officially recognised, owing to some difficulty in the existing rules; but this is not a matter of any importance, and only affects the form in which notice of the course will be given. As the lectures are likely to be both popular and useful, they will soon have all the recognition desirable.

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The M.A., D.Sc., and Matriculation Examinations of the University of London were held in June last; but only the reports on the first and second branches of the M.A. have yet appeared. In Branch I. (Classics) twelve candidates have passed. The first three in order of merit are ladies—Miss Violet Selby, of Bedford and University Colleges; Miss Edith Johns, of Girton; and Miss Marian Sherratt, of Girton and University College, Liverpool; the fifth candidate is also a lady—Miss M. E. Pearson, of University College, Cardiff. It would thus seem that in London, as well as at Cambridge, the other sex must, temporarily at least, content themselves with back seats.—*Educational Times.*

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The last circular, says the London *Journal of Education*, of information issued by the Washington Bureau of Education deals with the New York College for the Training of Teachers, and enables us to supplement our previous notice of the college. The initial cost of preparing the building and equipment was 100,000 dols.; a guaranteed income of 25,000 dols., independent of fees, has been secured; and, further, an endowment fund of 100,000 dols. is being raised and is nearly completed. The staff of the college consists of 9 professors, 13 lecturers, and 20 instructors and other officers. The model school is divided into four grades, from the kindergarten to the high school, and numbers at present 253 pupils. Not a bad beginning for a college that has existed for little more than a year.

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University College, London, is justifiably proud of its successes at Cambridge. Mr. Horsburgh, the Secretary, writes that not only were Mr. Bennett, the Senior Wrangler, and Mr. Vaughan, Third Wrangler, pupils in the school and afterwards students in the college, but they are entitled to claim some credit for Miss Fawcett's distinction, that lady having been a student for the best part of two academic years. It is interesting to note that these three distinguished mathematicians sat a few years ago in the same class-rooms and under the same teachers, and all three were close together in the University College prize list for 1886-7. Apropos of the Tripos, not the least honourable place is that of Mr. F. H. Warmington, twentieth Senior Optime, who, in gaining this position has had to struggle with what would seem to most to be the almost insuperable difficulty of blindness. He was educated at the Blind College, Powyke, near Worcester.—*The Educational Times.*

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We are coming to realize, says the *New York School Journal*, that a child is to be valued and so educated *as a child*, that he may become a proper child, and not that he may become a man. What the child needs to-day, is what the child must have. If a child is right to-day, he will be very likely to be right to-morrow. What he is to be ten years hence is of no immediate interest to us; but the thing that interests us is what he is now. The difficulty with much of the old education was that boys were trained so as to be able to do something when they should come upon the stage of action. Girls were educated to fit into the society into which they were to enter after they left school. The end was not in each day's work, but in future work. History was crammed into the memories, so that it might serve a good purpose in future time of need. All was in the future. "You must be fitted to enter life." "You must be prepared for the struggle for existence." Now this idea is changing.

The things of to-day, the work of to-day, the life of to-day, this is what the best teachers are after. Arithmetic is applied now. Grammar and language find their use at once. Chemistry and Physics are applied this week. It is right to be honest to-day, and it is wrong not to be honest to-day. We are given but one portion of time, and that is now. What is in store for us, we know not. Let that alone. The things of to-day are the things that we must attend to. The true teacher works for his pupils as they are, and makes them good as boys, and good as girls. Here is an important thought which we commend to the attention of our readers, especially those who are liable to worry about what is to come; here is the true philosophy of life—yes, the very essence and core of it.

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Miss Fawcett's triumph in the Mathematical Tripos puts the crown on a long series of successes by lady students at Cambridge. There have now been lady "Seniors" in all the important Triposes (except Law). Here is the list:—Moral Science Tripos: In 1880, Miss Jones was bracketed Senior. In 1881, Miss Moberly was Senior, and so in 1884 was Miss Hughes. Historical Tripos: In 1886, Miss Rolleston (daughter of the late Oxford Professor of Zoology) was bracketed Senior, and in 1887 Miss Blanche Paul was similarly placed. Mediæval and Modern Languages Tripos: Here there have been four lady Seniors. In 1886, two ladies and no men were placed in the first class. The ladies, who were placed in alphabetical order, were Miss Chamberlain and Miss Skeat (daughter of Professor Skeat). In 1887, Miss Harvey was Senior; and in 1888, Miss Tuke (whose father is well known in connexion with schemes of Irish emigration). Finally, there are the successes of Miss Ramsay in the Classical Tripos (1887), and of Miss Fawcett in the Mathematical (1890). Of these eleven lady Seniors, two came from Girton (Miss Jones and Miss Ramsay), the rest from Newnham. It is often asked what becomes of lady students when they leave college. A few particulars about some of these lady Seniors may, therefore, be added. Miss Ramsay is now Mrs. Montague Butler, the wife of the Master of Trinity. Miss Moberly is Headmistress of the Tunbridge Wells High School for Girls. Miss Hughes is head of a training college at Cambridge. Miss Chamberlain is instructor in German at Bryn Mawr College, Philadelphia; and Miss Jones is Moral Science Lecturer at Girton. Promptly to repair the apparent neglect of legal studies came the news of the success of women law-students at Paris, where Mdlle. Belcesco, a Roumanian girl, has just taken her degree as *docteur en droit* after obtaining the highest place in the Licentiates' examination.—*Journal of Education* (London).

# REVIEWS AND NOTICES OF BOOKS.

A History of Greece, by C. W. C. Oman, M.A., F.S.A. London: Rivingtons.

We have much pleasure in drawing attention to this very excellent History of Greece. It is a great advance on all the existing books on the subject. It is full and accurate, and should, in our view, at once replace Schmitz' History of Greece, now prescribed as a Text-book by the University of Madras. The style of the book is clear and pleasing. The maps and plans are numerous and good.

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Notes on Hazlitt's Lectures on the English Poets by Geo. Maddox, B.A., Assistant Professor of English, Doveton College. Madras: Varadachari and Co.

Certain chapters from Hazlitt's Lectures on the English Poets form a portion of the prose selected for the B.A. Examination of 1891. The text is full of difficulties and we consider that Mr. Maddox has been very successful in elucidating them. His work has been very conscientiously performed, no difficulty, so far as we can see, having been shirked. There are 100 pages of Text and 104 pages of Notes. The price of the complete book, Text and Notes, is Rs. 2.

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Advanced Physiography by John Thornton, M.A. Longmans, Green and Co. 1890.

South Kensington has fathered a manifold brood of scientific books of which the one before us is a late example. In his preface the author states that it has been written to meet the requirements of the South Kensington syllabus. Too many of such books give themselves to cram, and seek to supply candidates with answers as ready-made clothes, instead of with material out of which they should make the garments of their thoughts themselves. This book is, however, not of this description. If the student does not want to think, this is no book for him. None better than scientists know how there may be two or many sides to every question and here they are freely given. Theories on the moot points of science, up to the very latest date, are given perhaps a little too nakedly. The student is left almost too much to himself to judge between them. But these matters are kept to the small-type portion of this work, so the more superficial reader may, if he chooses to ease his brain, know readily what to skip. The syllabus defines "Advanced Physiography"; and the author might well have lessened his labours and have been quite equal to his bargain, had he omitted, for instance,

the most excellent chapter on Optics and Astronomical Instruments, especially the part relating to spectrum analysis, but the real student would hardly have thanked him for doing so. Every side of each subject is luminously treated, thoroughness being the distinguishing feature of the book. The illustrations are exceptionally well-devised and neatly executed. For ordinary reading the text is what we may call too paragraphic, but for easy reference, which is a valuable quality in the student's eyes, this is an advantage. In the same direction, a more copious and descriptive index would also be an advantage. Taken altogether we think it will be a long time before we see a better book on the subject.

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FOUR YEARS IN AN ENGLISH UNIVERSITY. By S. SATTHIANADHAN, M.A, LL.B., (CANTAB.), Acting Professor of Logic and Moral Philosophy, Presidency College, Madras. Madras: Lawrence Asylum Press, Mount Road.

We are glad to be able to fulfil the promise given in our last issue and to review this book. It has been written, as the author tells us, "chiefly with a view to give my countrymen an idea of life in an English University and to present to them the advantages of an intellectual training in England." Mr. Satthianadhan has conferred a favour on his countrymen and has honoured his *alma mater*. We have read the whole book through very carefully and are pleased to be able to recommend it most heartily to all natives of India. English University men, whether of Oxford or Cambridge, will find much in it to interest them,—*forsan et hæc olim meminisse juvabit.*

The book is divided into thirteen chapters as follows:—Chapter i. Cambridge and its Colleges; ii. Oxford; iii. The advantages of an education at Oxford or Cambridge; iv. The Freshman's first experiences of College life; v. How a day is spent at Cambridge; vi. College Friendships and College days; vii. The Previous Examination; viii. The Mathematical Tripos; ix. Other Cambridge Examinations; x. University Education in England and in India; xi. Physical and Social habits of Cambridge men; xii. The Cost of a Three Years' Course at Cambridge; xiii. Religious Life at Cambridge.

There is an additional chapter on the Indian Civil Service Examination, by A. C. Dutt, C.S., late Scholar of Christ's College, Cambridge, and three appendixes giving a brief Historical sketch of the University of Cambridge, accounts of Girton and Newnham Colleges, and the Rules of the National Indian Association regarding the superintendence of Indian Students in England.

There are four illustrations of Trinity and St. John's Colleges, (the two leading colleges at Cambridge,) the Senate House, and Sir George Stokes, the great Mathematician and President of the Royal Society.

Mr. Satthianadhan gives us many vivid pictures of Cambridge life, most of which apply equally well to the sister University, Oxford. We should like to quote largely from his book but considerations of space forbid us this pleasure. We shall however quote one out of many passages we have marked.

Mr. Satthianadhan is naturally much exercised in mind when he considers the physical characteristics of Cambridge and Madras students. He writes thus on the necessity of greater attention being paid to physical education :—

"If there is one lesson, which our students in India must learn from English students, it is this, to pay as great attention to their bodily as to their mental development. And the only way to make them feel the necessity of out-door exercise is to compel them to devote at least an hour each day to sports on the College or School premises. We now find gymnasiums and sports' clubs formed in many of the Schools and Colleges in India and the students themselves seem to take a greater interest in out-door exercise than they did formerly. Cricket is becoming a very popular game in India ; but still out-door exercise has not become an established institution in our Schools and Colleges as it is in England. Why should not a compulsory system be adopted in all Government Schools and the boys be forced to do something in the way of sports out of school hours ? Surely no harm can come of it. Of course some exceptions may be made for weak and sickly youths, who would not be able to stand any vigorous exercise ; but as a rule, moderate exercise will benefit and help both the mental and bodily development of the individual. Once made compulsory, the students in time would realize for themselves the great pleasure they derive from out-door sports, not to speak of the other solid advantages they would obtain in the long run ; they would, therefore, take to them of their own accord. What becomes of the hundreds of young intelligent men, who are sent out year after year by our University ? The quick perception, the intelligent appreciation, the indefatigable inquiry which are so characteristic of a Hindu student and which are so much admired in him ; what has been the result of these qualities ? It is high time that the Hindu student should show others that he has something more in him than the capacity to *get through* examinations. It is time that he prove himself more than a *student*, and by healthier mental activity in a sounder and maturer body show that even in *originality* he is not inferior to the learned men of other nations."

The book is very nicely printed and bound, and is exceedingly cheap at one rupee.

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NATIVE LIFE IN SOUTH INDIA. By the REV. HENRY RICE. London: Religious Tract Society.

The Author endeavours in this little volume to present to readers at home and to those coming here for the first time a short, popular account of the present day manners and customs of the people of South India. Mr. Rice has to a very large extent succeeded in his attempt. He has, however, failed, as many before him have, when he has tried to give us a clear insight into the inner life of the people. It is a very difficult task to faithfully picture the institutions of any country, much more is it so in the case of 'polyglot India.'

We will proceed to draw Mr. Rice's attention to what we consider to be errors in his book. On page 26, Mr. Rice speaks of Brahmins being divided into 'gotrams or clans according to the country from which they originally migrated.' It is evident, even on thinking over it superficially, that the distinction into gotrams refers not to whence the people migrated, but as to who their ancestors were, or who was the original ancestor from whom the people bearing his name for the gotra descended. If the division had any reference to the country whence they migrated we should have expected the name of such country or place; but we find no such thing.

Again on page 39 we read the following:—"They (the Barber caste) are also employed as go-betweens in the arrangement of marriage, feasts, and funerals, and act as masters of ceremonies on these occasions." This is a surprising statement. A barber acting as master of ceremonies, and a go-between is a new revelation! That the barber has no such position assigned to him in the Hindu home is too well known to require any proof. We are further told that "no Hindu shaves himself nor is shaving ever done in the house or shop but under a tree or shed, very often in the open street." That a Hindu never shaves himself may be accepted as being true. The second portion of the statement, however, is inaccurate in more ways than one. What Mr. Rice says is true of the lowest classes of society, who for a trifle 'get a shave', as well as they can, with the help of a roadside barber under a tree. But take the large class of caste Hindus and anyone who has been any time in India will at once see that the statement is an erroneous one.

On page 47 we find the following remarkable statement:—"The three threads are *separate* from one another and on the marriage of a Brahmin the three threads are increased to *nine*." As every one knows or should know the three are not separate threads. It is only one long thread twisted three times with a *knot* in the middle. It is necessary that this should be *one* single thread, but with the three partitions, else it is next

to useless, being unfit to be worn. At marriage the number (using Mr. Rice's own term) is increased to six and not nine. There is of course no objection to the wearer putting on nine, twelve or even fifteen threads, but six is the regulation number.

Writing on funeral ceremonies, Mr. Rice says that "when a man is dying he is placed on kusha grass." Of course he means when he is dead, for though the custom, as he states it, existed in the old Vedic days it is no longer the custom at the 'present day.'

Mr. Rice is not satisfied with describing the life of the Hindu in his home, but desires to view his life also from the standpoint of a lawyer. He speaks, on page 69, of 'the adoption of children being allowed, in which case they enter into the partition of goods equally with the *children* of the fathers and mothers who adopt them.' Now, no man or woman is allowed either by the shastras, or even by the law, to adopt, who has male children already. Even when there are male children, as there may be, when children are born after adoption, the adopted child does not share equally in the partition of goods at the death of the parent. That Mr. Rice is not now thinking of children being born subsequent to adoption is evident from the fact of his noticing it later on. He writes at the end of Chapter V: "If the adopting father and mother subsequently have natural children, they are *subordinated to the adopted*, inasmuch as the *law* makes no difference between the adopted and the real child." The statement contained in the above quotation is not merely inaccurate but is the reverse of the truth. Where there is a subsequent born natural child it is the adopted child that is subordinated to the natural one and not *vice versâ*. The law instead of making no difference between the two makes a vital difference, in that it assigns a larger share of the property to the natural born son. Of course this share varies according to the particular branch of Hindu law by which the party is governed, but the general statement holds in all cases that the natural son even if subsequently born is placed above the adopted. We may here state that the chief duty of a son, that of offering funeral oblations, for which primarily adoption is made, is performed by the natural born son.

We might go on giving further examples of slips like those pointed out above; but it is no pleasant task to be finding motes when it is unnecessary to do so. Our object is merely to indicate how even the best men fail to understand the most vital points of a Hindu's life at home.

After devoting over more than half the book to the description of the Hindu home and its inner life, Mr. Rice deals, in the latter part of his work, with some of the standing problems of Hindu life and Missionar

work in India. There is no great addition of argument to the discussion of these topics, but the questions are very sensibly and on the whole very rationally treated. The chapters on '*Hindu Woman*' and '*Education*' are particularly interesting. The chapter on '*Some Traits of Hindu Character*' seems to be much on the model of Macaulay's dictum that the Hindus are born to lie, though on this point there is room for difference of opinion. The concluding chapter on '*Have Missions been a Failure?*' must be welcome to all who have the interest of missions at heart.

We can earnestly recommend Mr. Rice's book to people who wish to get a clear view of the private life of the Hindus, for, despite the imperfections pointed out, it is a truer picture of Hindu home life than most of the books previously written on this interesting subject.

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We beg to acknowledge the receipt of the following books, some of which we hope to notice in our next issue:—

1. J. T. Wheeler's Indian History Primer. (Macmillan and Co.)
2. History of England from 1689. By F. F. Tout and F. York-Powell. (Rivingtons.)
3. The Citizen Reader. By H.O. Arnold Forster. (Cassell and Co.)
4. The Temperance Reader. By the Rev. J. Dennis Hero, M.A., (Cassell and Co.)
5. The Laws of every day Life. By H. O. Arnold Forster. (Cassell and Co.)
6. The Making of the Home. A Book of Domestic Economy. By Mrs. Samuel A. Barnett. (Cassell and Co.)
7. Akbar. By Colonel G. B. Malleson, C.S.I. (Rulers of India Series) Oxford: at the Clarendon Press. 1890.
8. Shakespeare's Julius Cæsar, with an Introduction and Notes. By K. Deighton, M. A. London: Macmillan and Co.
9. The Previous Examination Algebra Guide—being the Bombay University Arts Examination papers in Algebra with solutions. Education Society's Press, Byculla, Bombay.
10. Middle School Examination Papers with solutions. By G. Gopalakrishna Aiyar. Madras: Kalaratnakaram Press.
11. Report of Public Instruction in Ceylon for 1889.

The following Magazines have also been received:

The Bombay *Education Record* for May and June 1890; the *Progress* for July 1890; *India's Young Folks* for July 1890; The *Christian College Magazine* for July 1890; The Boston *Popular Educator* for June 1890; The *New England Journal of Education* for July 1890; The London *Journal of Education* for July 1890; The *Educational Times* for July 1890.

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## CORRESPONDENCE.

*To the Editor, Journal of Education, Madras.*

THE STUDENTS' OWN MAGAZINE FOR INDIA.

DEAR SIR,—Allow me to express my welcome of your proposal to issue "the Student's own Magazine for India" and my commendation of your plans for its management—as stated in the Prospectus enclosed with the "Journal of Education" for this month.

May I also be permitted to suggest that some pages of the Magazine should on occasion be devoted to,—

I. Advice on the choice of a Profession, with some account of the modes of entrance to the different professions and the qualifications necessary for posts in their various departments :

II. Notice of, comments upon, and explanations of new University byelaws and rules, such as students—who may not generally see the Magazines specially intended for teachers—do not seem readily to hear of or adequately to understand, though often concerning students very closely :

III. Notice of the dates of application, or time and place of appearing, for various examinations; whereby the Magazine would, the more completely, be doing for students (according to the Prospectus,) what the "Journal of Education" performs for teachers :

IV. Systematic Scientific notes, somewhat after the manner of "Knowledge" or of the more popularized 'Cassell's Magazine," by way of opening the eyes of non-science-students to some of the physical truths around them :

V. Practical advice to students on personal points connected with the student's course; such as the methodical taking down of lecture-notes in accordance with a technical system—as taught in English schools; or the cultivation of independent original thought and increased superiority to external aids ; or the advantages of College-club, College-friendships, and patriotic feelings for a College, as bonds of social union in after life, etc., etc.

VI. Helpful hints on English intonation and elocution, towards which—as a rule—the graduating students of the present day receive little regular help, and in which consequently they notoriously exhibit one of the worst weaknesses of their English training :

VII. I also hope that, in view of the extensive and growing disapproval of a wholly irreligious education among the people of this country, the biographies and other such articles in the Magazine will not be written from a rigidly and purposely secular standpoint only ;

but, while of course avoiding the definite forcing of doctrines that might appear to any as particular religious shibboleths, will maintain the general sacred truths and lessons of Natural and Universal theology in their fitting position as sparks of the Divine in man to light his path.

TRICHINOPOLY, 10th July 1890. — T. H. DODSON, M.A., *Principal, S. P. G. College.*

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MYERS' WORDSWORTH.

SIR,—In pursuance of the promise given by me in the last issue of your esteemed *Journal*, I send you herewith a few criticisms that may be of interest to candidates who intend to present themselves at the forthcoming Examination for the Degree of B. A.

In a letter which Mr. Myers has written to me "to thank me for the pleasure of seeing his little book on Wordsworth annotated with a care and fulness which certainly extract the maximum of information from the short biography," he criticises two points in my *Notes* on his work, and says that these are "the only two criticisms which occur to him." The first point is in connection with the facts mentioned about Lake Thirlmere on p. 52 of *Myers' Wordsworth*. Regarding that he writes—"You perhaps do not *know*, or perhaps do not choose to *mention*, the fact that Manchester has ruined Thirlmere by a system of waterworks, utterly unnecessary,—as the water might have been got from moorland without spoiling the lake. This is the fact hinted at in *Dedecorum pretiosus emptor*." Here I thought a translation of the Latin to be all that was called for, and it is all that I gave. Once translated, the application of the phrase should present no difficulty to a candidate for a Degree Examination.

The second point refers to the Menalcas quotation on p. 181 of the text. In my note on that quotation I said, "It appears from the context that the sense Mr. Myers wishes to convey by them (the Latin words) here is :—Alas! the sources of thy delight (*i. e.* the charms of lakes and mountains) *have been wrested* from us *almost at the same time* as thyself Menalcas." I understood this to be an exaggerated way of saying that the introduction of railways and the desecration of Lake Thirlmere by the new waterworks of the Manchester Corporation *had greatly diminished*, but of course *not wholly*, *wrested away*, the beauty of the Lake Scenery, about the time of Wordsworth's death Mr. Myers writes: "In the Menalcas quotation I do not mean to take the *paene simul* together; but to say that 'the charms, &c. *have been nearly taken away* when you were taken away';—the death of William Wordsworth has been rapidly followed by a great deterioration of the scenery." In other words he wishes the *paene* to modify *rapta*, instead of modifying *simul* as I took it.

Here are a few other points that occur to me. The biography was written by Mr. Myers in 1880, and able critiques of it are to be found in the leading reviews and periodicals of that time.

The *Revolution* referred to on p. 164 l. 21 of the text is neither the political Revolution of 1688; nor the literary revolution against the artificial poetic diction of Pope and the polished school of poetry; but the great French

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Revolution which exercised an influence on the literature as well as on the politics of contemporary Europe.

On page 79 of the text we read—"Two magnificent songs of Campbell's, an ode of Coleridge's, a few spirited stanzas of Byron's—strangely enough there is little besides these that lives in the national memory, till we come to *the ode* which summed up the long contest a generation later, when its great captain passed away." My note runs thus—"Wordsworth's great Ode, commonly called, the *Thanksgiving Ode*, written for the morning of the day appointed for a general thanksgiving (January 1st, 1816), when Napoleon was in safe custody at St. Helena. The beginning of these wars was in 1793 and the end in 1815 at Waterloo. So speaking roundly they lasted about *one generation.* The Ode is the last of the *Sonnets to Liberty.*" I took this view at first in consequence of the last words of the sentence "when its great captain passed away." The "Napoleonic War" (line 5) is the subject treated of; Napoleon and his tyranny called forth the pages immediately preceding; and hence there appeared to be good reason for regarding Napoleon as the "great captain" of the Napoleonic War. Napoleon passed away from the sight of Europe in 1815 just after Waterloo when he was sent into exile at St. Helena; and Wordsworth's *Thanksgiving Ode* was written for New Year's Day, 1816, which was appointed for a general thanksgiving, when Europe was finally freed from the tyrant. The Napoleonic war lasted from its beginning in Italy in 1793 till 1815, a period of 22 years, which I took to be expressed roundly by a generation, regarding "a generation later" as a generation from the beginning of the war. But here is the rub. The three words "a generation later" should, I now believe, be interpreted differently. 'Later' than what? Not "than the beginning of the war," for *the beginning* of the war has been nowhere mentioned. Than what then? Than "the Napoleonic war" (line 5) itself, *i.e.* than *the end* of the Napoleonic war. Such, I believe, to be the meaning intended. "A generation later" (than the Napoleonic war) gives us, not the year 1816 which is the date of Wordsworth's *Ode*, but the year (1815+a generation), which if taken literally would be some time in 1848. But a generation must be taken more freely as representing not the usual $33\frac{1}{3}$ years but 37 years, just as in the first case it had to be taken for 22 years; and even if taken quite literally it brings us near the year 1852, the date of the publication of Tennyson's famous *Ode on the Death of the Duke of Wellington* which I believe to be the *Ode* meant in the text, and therefore the "great captain" meant is not Napoleon but Wellington.

M. T. QUINN.

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A Correspondent sends us the following little note which may be of interest to those who have not yet come across it.

The principle is well known that if $N$ be a number having an exact square root, then, when $n+1$ figures of the root have been obtained by the ordinary method, the remaining $n$ may be obtained by division, supposing $2n+1$ to be the number of figures in the root. (See Todhunter's larger work, Cap. XVI. para. 246.)

But *if* the number be one which has not an *exact* square root, the number so found as the root may be in error by a unit in the $(2n+1)$th place.

For

Let the first $\overline{n+1}$ digits followed by $n$ ciphers$=a$, the remaining $n=b$; and let the decimal part of the root$=c$, so that $\sqrt{N}=a+b+c$ and $N=a^2+b^2+c^2+2ab+2ac+2bc$.

Then, transposing and dividing, $\frac{N-a^2}{2a}=b+c+\frac{(b+c)^2}{2a}$

Now we have to shew that $c+\frac{(b+c)^2}{2a}$ may be $>1$ but not$=2$

*i.e.*, that $\frac{N-a^2}{2a}$ may have $b+1$ for an integral part, and not $b$, as the rule informs us is always the case.

Now $c+\frac{(b+c)^2}{2a}$ increases as $a$ diminishes and also increases as $b$ or $c$ increases.

$\therefore$ the greatest value of $c+\frac{(b+c)^2}{2a}$ is to be found when

(1) $a$ is least, *i.e.* $=10^{2n}$

(2) $b$ is greatest, *i.e.* $=10^n-1$

(3) $c$ is greatest, *i.e.* $=\dot{9}$ (or only just *not* unity)

Whence the greatest value of $c+\frac{(b+c)^2}{2a}$ is $\dot{9}+\frac{(10^n-1+\dot{9})^2}{2\times 10^{2n}}$

And this approaches indefinitely near the limit $1\frac{1}{2}$. Thus the rule may give $a+b+1\frac{1}{2}$ as approximation to a sq. root of which the integral part is really $a+b$.

D.

## WHAT TEACHERS SHOULD READ.

We give below a long list of books on the science of Education. Many of them are American works highly valued in that country. The works italicised are very important, and should be in every School Library.

*History of Education.*—*Quick's Essays on Educational Reformers*; *Compayré's History of Pedagogy*; *Browning's Educational Theories*; Hailmann's History of Pedagogy; Mahaffy's Old Greek Education; Painter's History of Education; *Gill's Systems of Education.*

*Educational Principles.*—Rosenkranz's Philosophy of Education; Payne's Lectures on the Science and Art of Education; Tate's Philosophy of Education; *Spencer's Education*; Johonnot's Principles and Practice of Teaching; *Fitch's Lectures on Teaching*; Horace Mann's Lectures and Reports on Education; Locke on Education; *Howland's Practical Hints for Teachers of Public Schools*; Milton's Tractate on

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Education (Browning's Edition); *Three Lectures on the Practice of Education by Eve, Sidgwick and Abbott*; Bryant's Educational Ends; Sewell's Principles of Education; Donaldson's Lectures on Education; *Fearon's School Inspection*; Calderwood on Teaching; *Ascham's School-Master*; Thring's Education and School; Todhunter's Conflict of Studies; *Currie's Principles and Practice of Education*; Wiese's Letters on English Education; *Bain's Education as a Science*; Pycroft's Remarks on School Education; Charles Kingsley's Health and Education; Chadwick's National Health (Dr. Richardson's Abridgment) Part II. Health in the School; Hopkin's Outlines of the Study of Man; Latham on the Action of Examinations.

*Educational Biography.*—Krusi's Life of Pestalozzi; Laurie's Life of Comenius; Mrs. Mann's Life of Horace Mann; Stanley's Life of Arnold; Lamson's Life and Education of Laura Bridgman; Autobiography of Froebel; Life and Correspondence of Agassiz; *Leitch's Practical Educationists*; Bülow's Reminiscences of Froebel.

*Educational Classics.*—Rousseau's Emile; Richter's Levana; Pestalozzi's Leonard and Gertrude; Froebel's Education of Man.

*Methods and School Management.*—Parker's Talk on Teaching; Mrs. Malleson's Early Training of Children; Frye's Child and Nature; Compayré's Lectures on Pedagogy; Speer's Number and Form Methods of Teaching; Marwedel's Conscious Motherhood; Stow's Training System; General Aims of Teacher and Form Management by Farrar and Poole; *Landon's School Management*; *Teacher's Manual* of the *National Society*; *Gladman's School Method, and School Work*; Gill's School Management; Morrison's School Management; Robinson's School Management; *Fowler's Discipline and Instruction.*

*Kindergarten and Primary Education.*—Partridge's Quincy Methods; Hailmann's Primary Methods; Currie's Early and Infant Education; *Wiebe's Paradise of Childhood*; Peabody's Lectures to Kindergartners; Hailmann's Kindergarten Culture; Singleton's Appropriate and Varied Occupations for Infants; Child and Child Nature: or Contributions to the understanding of Froebel's Educational Theories; Peabody's Education in the Home; Hermann and Goldammer's Guide to Froebel's Method of Education; Lyscinka's Kindergarten Principle; Kindergarten Toys and How to use them; Shirreff's Kindergarten Principles; Kindergarten Song Book by Michael and Berry; *Kraus' Kindergarten Guide* in four parts; Miss Manning's Kindergarten Training; Bonge's Practical Guide to English Kindergarten; Edgeworth's Practical Education; Perez' First Three years of Childhood.

*Industrial Education.*—Ham's Solution of the Social and Industrial Problem; Woodward's Manual Training; Seidel's Industrial Education; Butler's Arguments for Manual Training; Straight's Industrial Education in the Common Schools; MacArthur's Education in its Relation to Manual Industry; Love's Industrial Education; Philip Magnus' Industrial Education; *Leland's Practical Education.*

*Educational Psychology.*—Carpenter's Mental Physiology; *Sully's Psychology*; Radstock's Habit in Education; *Preyer's Senses and the Will*; DeGarmo's Essentials of Method.

## PUBLIC SCHOOL LIFE IN HYDERABAD.

In his report on public instruction in the Nizam's Dominions, the Nawab Imad-ud-Dawlah has the following passage:—

There can be no doubt that much of the taste and culture and love of manly sports observable among the rising generation of Hyderabad nobles is due to the influence of the Madrasa-i-Aliya. One has not to go far back to recall the time when a telegram addressed to folks in the city had to be sent out to Chadarghat to be translated for them; when a young Hyderabad noble would have considered it *infra dig* to hold a bat, and when a well furnished and tastefully decorated dwelling in this city was a rarity. It is otherwise now. English is freely used as a medium of conversation and correspondence, and English books and newspapers have found their way to many native houses. Our youth excel in cricket and foot-ball and hockey. Tennis and polo are extensively played. In matters of taste Hyderabad compares favourably with other parts of India. It is not an uncommon thing to see an elegantly furnished house in the heart of the city approached by nicely laid out *parterres* and flower beds. Our English educated youth do not show the morbid fondness for the grotesque in costume and in personal decoration, affected by the same class elsewhere. As a rule they dress neatly and well. If in some quarters there is an unfortunate predilection for European coats and collars, the coats at any rate are well cut out, of decent material, and the collars are properly starched and clean. It is also important to observe with regard to our youths that their sense of reverence, and *a fortiori* their hold of religion, survives their schooling. So far, parents of boys sent to the Nobles' school, have never complained of any unseemly display of freedom or offensive self-assertion in their sons.

But while attempting an estimate of what our public school system has done, I must not forbear to note its shortcomings. Much as the Madrasa-i-Aliya and the Madrasa-i-Aizza have done towards popularising

European culture among the better classes, they have not succeeded to the extent to be desired. The causes of this partial failure are manifold. Some of the pupils join school too late, others do not stay long enough; ceremonies and feasts interfere; inevitable holidays take away much of their time; and all combined, effect a deplorable breach in the continuity of work. It should also be remembered that we have to deal with very raw material. We have got hold of boys not sprung either from the old lettered classes, or from classes that have to live by their wits, but from classes to whom the acquirement of learning or the putting of any other strain on their minds, was always a work of supererogation, and a more or less superfluous exercise. They have hitherto had enough, in some cases more than enough, of the good things of this world, and living has cost them little trouble. But now the conditions are changed. They are threatened with extinction if they do not enter life better provided. Circumstances beyond their control in the way of economic, political and administrative changes, are forcing on them a competition with orders and classes that are accustomed to live by their wits, with the inevitable result of their having to give way. Private fortunes, ancestral estates and old possessions, are going the way of private fortunes, ancestral estates and old possessions elsewhere. In spite of the embargo wisely placed by Government on the alienation of jagirs, not a few of them have passed under the hands of sahukars and other money-making classes.

Nothing in my opinion will arrest this decadence except a vigorous system of public school education, in which greater importance should be attached to discipline than to mere literary instruction. Much book learning is not the element on which the class with which we are here concerned, needs to be fed. It wants something that will brace up the faculties and inculcate healthy lessons of obedience and duty. The youths who attend our school are too apt to think their birth gives them a lien on the patronage of the State and the good-will of His Highness, and when they fail to secure either the one or the other, their efforts seem to collapse altogether. Now, there can be no doubt that their expectations are to some extent well founded, and if they come provided with even moderate qualifications their hereditary claims are entitled to recognition. As a matter of fact, the State is not slow in providing for them when they show aptitude and application; and as might be expected, members of their class when they have received a little training, display greater *savoir faire*, more tact in the management of affairs, and greater capacity for governing men, than any other class. It is therefore the interest of the State to provide a special training for the "privileged" classes, and it is the interest of the "privileged," classes to avail themselves of it.

To secure such a training Mr. Hodson and his assistants have spared no pains. Comparisons are invidious, but speaking broadly and with reference to the practical issues of life, Mr. Hodson's pupils will compare favourably in *savoir faire* and in knowledge of the world, with the ordinary graduates of Indian Universities. This however is not enough. The Madrasa-i-Aliya and Madrasa-i-Aizza pupils would be none the worse for a little more scholarship and greater clerkly skill. They ought to be able to do their writing for themselves when they come to help to govern the country. They can dispense with much of the instruction necessary for a University career, but what they cannot dispense with is a thorough working knowledge of English and Persian. This added to the excellent practical training given in the Civil Service classes attached to the Madrasa-i-Aliya is, in my opinion, quite enough to turn out youths well equipped for an official career.

It is worthy of remark that the whole of this criticism—the good of it and the bad of it, the praise of it and the blame of it—applies *pari passu* to Mahomedan as to Hindu pupils. If anything the Mahomedans have better physique, and are capable of more solid work. His Hindu pupils, Mr. Hodson informs me, show a slight falling off after they have reached the fifth form, though the difference is by no means very marked. In the ordinary High schools, however, the tables are turned; the Hindus not only out-number the Mahomedans, but they are ahead of them in industry and application, though here too the advantage rests with the latter in physique and in solidity. One of the teachers, whom I had consulted, attributes the superior industry of his Hindu pupils to an unhealthy eagerness to pass examinations—an eagerness not generally shared by the Mahomedans.

## SHOULD HEADMASTERS BE TEACHERS.

This question is becoming a somewhat important one; and a similar question is now not unfrequently asked with regard to head-mistresses also. Should the Heads of large educational establishments spend any portion, or any large portion, of their time in actual teaching? and, if so, should they be selected for their posts because of their skill in teaching? Younger enthusiasts answer at once and emphatically, "Yes." They point out that the only strictly professional prizes are the Headships; and maintain that the prizes of the profession should be awarded for professional fitness, viz., skill in training and educating the young. The older amongst us, especially those who have themselves been the

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Heads of schools, are not quite so ready and so positive in their answers. They find that the great mass of the work which they have to do—the general supervision of the management and the buildings, the seeing of parents, the care of the finances, the correspondence, the general discipline of the place, the arrangements of time-tables and syllabuses, and much else of a like kind—that all this, if well done, occupies very nearly their whole time, and that the little that remains over (if any does remain) is too uncertain and too scrappy to be of much use if devoted to part of the regular teaching. And, further, the demand which all this makes on them is found to be but very slightly a demand on their skill in teaching: it is rather one in their skill on organizing, directing, managing. It is quite possible to possess admirable skill in teaching, and yet to be but a poor organizer and ruler. So some of us find it difficult to answer positively. The public, however, as represented by Boards of Governors and School Councils, seem to find no difficulty whatever in the problem. They commonly (almost always in boys' schools) ignore skill in teaching altogether. Within certain limits as to age, they select the candidate who has the best degree (or some similar distinction), and who they have no particular reason to believe will turn out a bad ruler. Sometimes their choice is even more limited by their belief that they ought to choose a clergyman—a belief which, if logically carried out with regard to all education, should lead them to agitate for the admission of women to Orders, unless, indeed, they share the conviction of some Eastern nations, that girls have no souls worth thinking of. But this method of selection, which governors seem little disposed to abandon, does not appear to us entirely satisfactory; for of all possible methods it is that which brings with it the greatest possible risk of miscarriage. For its special purpose it is almost wholly a blind choice. It is only fair, however, to point out that, until those engaged in the work of education have provided themselves with some publicly recognized test and standard of professional fitness, governing bodies must perforce choose somewhat in the dark. And so we seem likely to continue yet a while to have headmasters who have had little or no practical experience of managing and teaching boys, and headmistresses whose main idea seems to be to exact implicit obedience from their staff.

But there is another aspect of the question which reveals quite as much difficulty, and is even more important. Supposing the best possible method of selection employed, and the best possible Head chosen, how is he or she, with the extremely limited time at his or her disposal, to bring any personal influence to bear on the pupils? In a boarding-school the Head's own boarding-house offers some opportunity out of school. But in a day-school what is the Head to do? One only

learns to know a pupil properly by having constantly to deal with him or her in class; and we are all full well aware that "the little daily unremembered acts (and examples) of kindness and of love" are those which have most influence, which do most for the formation of character—not the distant and intermittent exhortation or exercise of authority. With the troublesome children one is sure to come in contact fairly often; with the distinguished children now and then; but with those who are neither troublesome nor distinguished, seldom or never. A child of this last kind—and such form the vast majority of every school—may easily pass through all the classes and never exchange six intimate words, or six words of any sort, with headmaster or headmistress. The matter is, as we have said, important—as important as it is hard to deal with.—*The Educational Times.*

## DR. FITCH ON AMERICAN SCHOOLS.

Commenting on the Education Department Training College Reports for 1888 containing Dr. Fitch's Appendix* on American Schools and Training Colleges, the London *Journal of Education* regrets that one of the most interesting and valuable educational papers published in English in modern times, *viz.* Dr. Fitch's Appendix, should be 'engulfed in a blue-book.' We make the following extracts from the Appendix and are sure it will be interesting to our readers:—

There are, indeed, some of our Inspectors (many, let us hope) who endeavour to be not simply the Government measurer, but the friend of the teachers in their district. As far as their time will allow, they observe strong points and weak, with the object of giving encouragement and suggesting remedies. In this way they exercise much influence for good. But if this influence can to some extent be acquired by an Inspector who as a rule visits the school only once a year, how much more by a Superintendent who visits as often as he thinks his visits will do good? The present Commissioner, Dr. W. T. Harris, gained his reputation as Superintendent of the schools of St. Louis, Missouri. His plan was, we believe, to visit a school during its ordinary work, observe the point in which it seemed weakest, talk to the teachers and make suggestions, and then, after an interval, visit it again and see if there was a change for the better. When he found the school had gained strength enough in this particular, he turned his attention to another; and in this way he by degrees raised his schools to a very high standard

* Price 8 *d.* (Eyre and Spottiswoode).

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of excellence. One of the most successful Superintendents of the present day, T. M. Balliet, of Springfield, Mass., gives his ideas of the work as follows :—

"The Superintendent is, or ought to be, a specialist. He ought to be capable of doing a kind of work which no one can do without special training for it. . . . The Superintendent ought to be above all things a teacher of pedagogics. This is unquestionably his most important work. Hence the teachers' meeting must be made his chief interest. This meeting must not be devoted to mere criticism, often trifling, unsympathetic, and utterly unhelpful to the teacher; but the meeting must be of the nature of a lesson or lecture on the principles of teaching and their application. The aim of the Superintendent must be to train the teachers to do clear and sound pedagogical thinking. He must, in short, make a professional training class of his teachers. Nothing but lack of ability and tact can make such work a failure. The Superintendent has an opportunity for teaching pedagogics unequalled by either the normal school or the department of pedagogy in the college. His students are more mature than those in a normal school or college; many of them have wide experience; they have an opportunity of constantly putting to a practical test his teachings; and the course is not limited to one or five years, as he has virtually the same students all the time. The Superintendent must be a practical teacher himself. In his visits he must be able to take classes in any grade, and illustrate devices and methods. The Superintendent must be the adviser of the Board on educational matters. His judgment, in reference to methods of teaching and the general management of the schools, must be followed by the Board. . . . All this implies that the Superintendent must be a scholar, a thinker, and a student. He must not allow his routine work or anything else to interfere with his reading and study. He must stimulate his teachers to think and to read. He cannot do this without reading and thinking himself. A body at rest is not apt to make other bodies move."—(New England *Journal of Education*, 14th March, 1889.)

Here we have, no doubt, the *ideal* Superintendent; but the ideal is very different, and, to our thinking, far higher than the ideal of our Inspector, even as it is sketched by Mr. Fearon. It is no part of our Inspector's duty to stimulate his teachers to think and to read. Even in providing books there is a great difference. The American Superintendent has, Dr. Fitch tells us, a library of professional books to lend his teachers, and a model library for scholars. In this country books for teachers have been provided by at least one Inspector (Mr. A. J. Swinburne), and possibly by others also, but the practice is by no means universal.

The indictment against our present system of elementary education has been very neatly formulated by Dr. Fitch himself, but he puts it into the mouth, not of an Englishman, but of a New Yorker:—

"Our system does not properly educate, and is conducted too much on the principle that the teacher's work is to cram the pupil with hard facts. The school system (of this city) is nothing more nor less than a magnificent piece of machinery, crushing out, whether designedly or not, all individuality. Uniformity is the thing aimed at, and the uniformity achieved is that of mediocrity" (p. 85).

It would be very difficult to express more accurately in a few words what is thought and said by many experts about the working of the Code. That our system finds a few defenders like Dr. Fitch is certainly a proof that there is at least something which qualifies, if it does not refute, this indictment. But we have not reached perfection *yet*, and we live in an age of change. There is reason to believe that we owe some of the most recent changes for the better to Dr. Fitch himself. May we not hope that he will still give his wise counsel and help, as "we sweep into the younger day," a day in which the Inspector shall be a permanent Civil Servant, as he is now, but shall have been trained for *more* than "a fortnight," and shall be able to stimulate and assist his teachers like the American Superintendent?

## HOW MUCH SHAKESPEARE'S CHARACTERS HAVE TO SAY.

Some tables recently published in England, by Mr. L. M. Griffiths, giving the number of lines spoken by each character in Shakespeare's plays, furnish a basis for sundry comparisons and contrasts.

The leading male characters have much more to say than their female counterparts. As might have been guessed, Hamlet is by far the most loquacious,—using the word in this arithmetical sense,—of the men. His share in the dialogue is 1,569 lines,—the lines in the tables being those of the "Globe" edition, and parts of lines at beginning and end of speeches being counted as whole lines. Next to the royal Dane comes Richard III. with 1,161 lines; and Iago follows hard upon with 1,117. Henry V., in the "magnificent monologue" of a play named from him, speaks 1,063 lines. These four characters are the only ones that have more than a thousand lines apiece. At some distance behind them comes Othello with 888, Coriolanus with 886, the Duke, in "Measure for Measure" with 880, and Timon with 863. Antony, in "Antony and Cleopatra," is the only other man with more than 800 lines, his reckoning being 829. Between 800 and 700 we find Lear

(770), Richard II. (755), Brutus, in "Julius Cæsar" (727), Falstaff, in "2 Henry IV." (719), Titus Andronicus (718), and Macbeth (705); and between 700 and 600, fat Jack again, in "1 Henry IV." (688), Leontes (681), Prospero (655), Biron (627), Romeo (618), and Prince Henry, in "1 Henry IV." (616). The others above 500 are Menenius (598), Petruchio (585), Hotspur (566), the King, in "Hamlet" (551), Troilus (541), Philip Faulconbridge (522), and Cassius (507).

If we add up the parts of certain great characters who appear in more than one play, we shall see that some of them outdo Hamlet in talk. Henry V., as prince and king, has 1,987 lines in the three plays wherein he figures, 308 in "2 Henry IV.," being added to what is given him above. Falstaff, who has 488 lines in the "Merry Wives," comes next with 1,895; and Richard III. (counting his 390 lines in "3 Henry VI.") next with 1,551. Antony has 1,156 in all, 327 being in "Julius Cæsar." Bolingbroke has 414 lines in "Richard II.," 341 as king in "1 Henry IV.," and 294 in "2 Henry IV.," or 1,049 in all.

Of the fools, strictly so-called, Touchstone is the most wordy, with his 316 lines. That merriest and most eloquent of rogues, Antolycus, has 319.

Among the women there are but five who exceed the limit of 500 lines. I should have guessed that Portia would be first, but her 589 lines are surpassed by Rosalind's 749, Cleopatra's 670, and Imogen's 596. Juliet has 541. Between 400 and 500 we find only Helena of "Alls" Well" (479) and Isabella (426). The others above 300 are Desdemona (389), Katherine of Arragon (374), Mistress Page (361), Viola (353), Paulina (331), Julia, in the "Two Gentlemen of Verona" (323), Olivia (321), the Queen, in "2 Henry VI." (31.), Volumnia (345), Cresida (312), Beatrice (309), the Countess, in "All's Well" (306), and Celia (304).

It will be noted that only twenty of the ladies have more than 300 lines each, while twenty-one of their lords exceed 600; and Rosalind, who leads all the rest of her sex by 79 lines, does not talk half as much as Hamlet. Some of the famous female characters have surprisingly little to say; as Miranda (142), Perdita (128), and Cordelia (115). Kate the Shrew, though sharp of tongue, uses the unruly member only to the extent of 220 lines, inclusive of her long lecture of 44 lines to her untamed sisters in the last scene. Lady Macbeth has but 261 lines, and Hermione but 211.

The part which women have in the dialogue varies remarkably in the plays. In "Timon of Athens" they speak only 15 lines in all, in "Henry IV." only 115, and in "Julius Cæsar" only 119; while in "As You Like It" they have 1,163, in "All's Well" 1,013, in "Romeo and Juliet" 949, in the "Merry Wives" 900, in "Antony and Cleopatra"

845, and in "Twelfth Night" 843; the whole number of lines in these last six plays ranging from 2692 to 3603.—*The Critic.*

## A TEACHER'S BEARING.

A gentleman tells us about this experience:

Several years ago, while walking with the teacher of a large school in the upper part of New York, we were met by some lads who politely saluted him by raising their hats. I knew they must be his pupils, and was struck by their politeness, for it is not unusual for the teacher to create such a dislike that a pupil will not tender any recognition save a scowl or a grimace out of school; sometimes it is a yell, a whistle, or "old Jones" and a dodging behind a tree.

I was more struck by the bearing of these young men than by their polite doffing of hats. There was something so free and manly in their walk and movement that I asked for information. He said:

"I give much attention to the carriage of the body, and believe it well worthy of more time than it receives at our school, though I once thought a knowledge of books the greatest of all things. I believe in Delsarte, as you no doubt see. He taught that every muscle, joint, and organ of the body was a means of expression for the soul. I teach the boys to walk, etc., not according to rule, but to express themselves.

"By teaching them how to stand, to walk, to carry themselves, they acquire a dignity that gratifies them and pleases all who see them. They stand up straight, act with freedom, in order to exhibit the best thought and emotions. I give much attention to the voice also. If you should hear them speak you would notice how resonant and musical their voices are.

"The reaction of the movement on the mind is most valuable. I find many boys, mean and hound-like by nature, who have developed grandly because they have seen their characters were read by others. In other words, they have changed their character to agree with their movements. I don't mean to carry this too far, but it is an aid, and no mistake. I can pick a boy of mine, if I have had him a year, out of a thousand.

"As for myself I can govern my pupils better since I have learned the carriage of body the superior or commanding person must have."

A boy reads a teacher's mind by the way he carries himself. If he has the behaviour of a servant, he will not be obeyed. I think the teachers need to study the Delsarte system. It involves something more than bone and muscles; it has to do with psychology most of all.—*The School Journal.*

# UNIVERSITY OF MADRAS.

The following candidates have passed the MEDICAL EXAMINATIONS held in July 1890 :—

## FIRST L. M. S. DEGREE EXAMINATION.

*Second Class.*

| Rank. | Register Number. | Name of Candidate. | Where educated. |
|---|---|---|---|
| 1 | 7 | Coelho, James ... ... | Medical College, Madras. |
| 2 | 46 | Pereira, Maurice Joseph ... | Do. |
| 3 | 4 | Appa Rau, G. ... ... | Do. |
| 4 | 37 | Madhavan Pillai, K. ... | Do. |
| 5 | 52 | Roscrow, Cecil Beaumont ... | Do. |
| 6 | 1 | Abbayi Nayudu, Vellore ... | Do. |
| 7 | 23 | Harris, Bernadotte ... ... | Do. |
| 8 | 31 | Kuppuswami Mudali, T. Vellore | Do. |
| 9 | 20 | Ganapati, Cheppadisa ... | Do. |
| 10 | 2 | Anantarama Aiyangar, Kadaba | Do. |

## SECOND L. M. S. DEGREE EXAMINATION.

*Second Class.*

| Rank. | Register Number. | Name of Candidate. | Where educated. |
|---|---|---|---|
| | 2 | Armukham Pillai, Venkatachelam ... ... | Medical College, Madras. |
| | 3 | Ayachi Ammal... | Do. |
| | 4 | Belliyappa, Pandanda Medaya. | Do. |
| | 9 | Kunji Nedungadi, Talakkodi. | Do. |
| | 10 | Nanjappa, Codanda Madattil. | Do. |
| | 11 | Padmanabhan, P. ... ... | Do. |
| | 13 | Perkins, George ... ... | Do. |
| | 18 | Vaidisvara Sastri, A. ... | Do. |

## PRELIMINARY SCIENTIFIC EXAMINATION.

| Rank. | Register Number. | Name of Candidate. | Where educated. |
|---|---|---|---|
| 1 | 1 | Lubeck, Wilfred Joseph ... | Medical College, Madras. |
| 2 | 4 | Subrahmanya Aiyar, Manjeri Parasu Aiyar ... ... | Do. |

## FIRST M. B. AND C. M. DEGREE EXAMINATION.

| Rank. | Register Number. | Name of Candidate. | Where educated. |
|---|---|---|---|
| | 4 | Sundaram, R. ... ... | Medical College, Madras. |

## SECOND M. B. AND C. M. DEGREE EXAMINATION.

*Second Class.*

| Rank. | Register Number. | Name of Candidate. | Where educated. |
|---|---|---|---|
| | 5 | Staunton, Gilbert Patrick ... | Medical College, Madras. |

(By Order)

(Signed) W. H. WILSON, Ph. D.,
*Registrar.*

SENATE HOUSE,
*25th July* 1890.

# UNIVERSITY OF MADRAS.

## SUBJECTS FOR THE EXAMINATIONS OF 1891, 92 AND 93.

## MATRICULATION EXAMINATION—1891.

### BRANCHES I. & II.—VERNACULAR LANGUAGES.

*Urdu.*

Bāgh-o-Bahār (Government Book Depôt.)
Shāh Nāmah, first half (Noul Kishore Press, Lucknow.)

*Tamil, Telugu, Kanarese and Malayalam.*

Selections to be published by the University

*Uriya.*

Hitopadesa, the first two parts.
Betalapanchavimsati.

*Marathi.*

Vana Parva, by Moropunt, chapters 5 to 10, both inclusive.
Dakkhanacha Prachina Itihasa, pages 128 to 150.

*Burmese.*

Zeneka.
Dhamma Pada-ga-hta selections (Rangoon Mission Press, 1873.)

*French.*

La Fontaine. Fables, bks. X., XI., XII. and Philémon et Baucis.
Fénélon. Telemaque, bks. V., VI., VII. and VIII.

*German.*

Lessing. Minna von Barnhelm.
Schiller. Geschichte des dreissig-jährigen Krieges, part II.

## FIRST ARTS EXAMINATION—1892.

### BRANCHES I. & II.—VERNACULAR LANGUAGES.

*Urdu.*

Gulistan (School Book Society's expurgated edition).
Devān-e-zouk (Noul Kishore Press, Lucknow).

*Tamil.*

Villuputturar's Bharatam, Salliyaparvam.
Kurmapuranam, adhyayams 21, 22 & 23.
Karuvaikkalitturai Andadi.
Periyapurana Vachanam, by Arumukha Navalar. Ilaimalinda Sarukkam, Mummaiyālalakánda Sarukkam, and Tiruninra Sarukkam.

*Telugu.*

Sabhaparvamu (M. S. B. and V. L. Society's edition), the whole.
Jaimini Bharatamu, asvasas I. and II.
Narakasuravijaya Viyáyogamu, by Kokkondam Venkataratnam Pantulu.

*Kanarese.*

Jaimini Bharata, sandhis 13, 14, 15 and 16.
Chenna Basava Purana, canto I, sandhis 2, 3 and 4.
Mudra Manjusha, asvāsas 1 to 6, both inclusive.

*Malayalam.*

Vairagyachandrōdayam, the first 60 pages, (C. Achyutan's edition.)
Rukminisvayamvaram, Manipravalakaviyam, by O. K. Krishnan. The first three sargams.
Harischandra Charitam—Kathakali, by P. E. Raman Pillai. The first two days' play.
Bakavadhom Kathakali, by Vadakkan.

*Uriya.*

Charupatha, part II.
Kabilabali, by Babus Madhusudan and Radhanath Rai.
History of India by Beechand.

*Marathi.*

Uttararama charitra, translated into Marathi by Godbole (Bombay Government Depôt).
Padyaratnavāli, Meghaduta (Bombay Government Depôt).
Harivansha of Moropant, the first nine Addhyayas.

*French.*

Racine. Athalie.
Boileau. L'Art Poétique, parts I. and II.
Chateaubriand. Les Martyrs, chants I., II. and III.
Pascal. Pensées, Nos. I. to XX.

*German.*

Schiller. Maria Stuart.
Goethe. Aus Meinem Leben. Wahrheit und Dichtung, part I.

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## B. A. DEGREE EXAMINATION—1892-93.

### VERNACULAR LANGUAGES.

*Urdu.*

Ab-e-Hayat (Victoria Press, Lahore.)
Bostan-e-Hikmat.

*Tamil.*

Kambaramayanam, Aranyakandam. The first four padalams (M. S. B. and V. L. Society's edition).
Pattuppāttu. Maduraikkānji.
Kalatti puranam. Sikalatti charukkam and Nakkira charukkam.
Kural, chaps. 76 to 85, with Parimélazhagar's urai.
Tiruvarangakkalambagam.
Ilakkana vilakkam. The Porulani part of Ani-iyal.

*Telugu.*

Vasucharitramu, asvasa 4.
Kalapūrnodayamu, asvasa 1.
Pānduranga Mahatmyamu, asvasa 3.
Rāghavapāndaviyamu, asvasa 3.

*Kanarese.*

Jagannatha Vijaya, asvasa 3.
Sabara Sankara Vilāsa, asvasas 3 and 4.
Rajasēkhara, asvasa 6.
Pampa Rāmāyana, asvasas 8 and 9.

*Malayalam.*

Bharatam, from Carnaparvam to Striparvam, both inclusive.
Krishnagātha, from Kamsasalgati to Sambodvāham.
Nalacharitam, Kathakali, by Unnayi Wariyar. The first and fourth days' play.
Kichakavadham, Kathakali, by Ravi Varman Tampi.

*Uriya.*

Kumarasambhava, cantos 1 to 4.
Rámáyana, Sundarakánda.
History of England, by Gangádhar Tripathi.

*Marathi.*

Muktésvara's Ramayana, cantos 1 to 4.
Vamana's Harivilasa.

*French.*

Corneille. Cinna.
Moliére. Le Misanthrope.
Bossuet. Discours sur l'histoire universelle, part I.
Jules Verne. De la terre à la lune.

*German.*

Schiller. Wallenstein's Tod.
Goethe. Faust, part I.
Lessing. Laokoon oder über die Gränzen der Malerei and Poesie.
Hauff. Lichtenstein.

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## M. A. DEGREE EXAMINATION—1893.

### BRANCH I.

(b) viii. Lloyd's Lectures on the Wave Theory.

### BRANCH II.

(A) Physics. The standard in Physics to be that of the Honors Examination for the B.Sc. Degree of London University; in Mixed Mathematics, that of Natural Philosophy for the B.A. Degree Examination, Madras, Astronomy being excluded; in Chemistry, that of Optional Chemistry for the B.A. Degree Examination, Madras, Organic Chemistry being excluded.

### BRANCH III.

(B) Chemistry. The standard in Chemistry to be that of Honors Examination for the B.Sc. Degree of London University; in Physics, that of Optional Physics, for the B.A. Degree Examination, Madras.

The standard in Botany, Physiology, Zoology, and Geology to be that of the Honors Examination for the B.Sc. Degree of London University.

### BANCH IV.

i. The following additions to or special studies in the B.A. course:—

1. *Psychology and General Philosophy.* Theories of the relation of Mind and Body. Hallucinations. The consciousness of External Reality. Spencer's Universal Postulate.

2. *Logic.* The categories of Aristotle. The *Idola* of Bacon. The logic of the mathematical sciences, pure and mixed. The relation of Deduction to Induction.

3. *Ethics.* The relations of Ethics and Law. The mutual relations of Ethics and Religion in theory and practice. Classification of Virtues and Duties.

ii. 1. *Psychology and General Philosophy.* Idealism as represented by Descartes Malebranche, Locke, Berkeley, Kant, and Brown.

2. *Logic.* Logic as taught in the schools of Ancient India and Greece.

3. *Ethics.* Epicureanism in Ancient Greece and Rome.

iii. 1. *Psychology and General Philosophy.* Fraser's selections from Berkeley.
2. *Logic.* Keynes' Formal Logic.
3. *Ethics.* Sidgwick's Methods of Ethics, bks. III. and IV.

BRANCH V.

i. The Age of Pericles.

ii. The Ostrogoths in Italy.

iii. The French in North America and the West Indies up to 1789.

iv. The French in India.

v. The Free Trade Movement in England up to 1860.

vi. The science of Epigraphy with special reference to historical research in India.

vii. Lawrence's Hand-book of International Law. Lawrence's Essays on some disputed questions in International Law. Hall's International Law.

viii. Smith's Wealth of Nations, bk. I. chaps. 1 to 5, 10 and 11; bks. III. and IV. J. S. Mill's Political Economy. Bagehot's Lombard Street. L. Cossa's Guide to Political Economy. J. E. Cairne's Leading Principles.

BRANCH VI.

i. Sayce's Principles of Comparative Philology and Introduction to the Science of Language.

[The examination will not necessarily be confined to the books recommended.]

iv. Text-books.

*English.*

Anglo-Saxon Chronicle as in Sweet's Anglo-Saxon Reader, Fifth Edition (Clarendon Press Series), selections I., VI., VII., VIII., XVII., XVIII., and XXII.

Langland and Barbour as in Morris and Skeat's specimens of early English, part II. (1298—1393), pp. 175—214.

Chaucer. The Knight's Tale. The Legend of Good Women.

Spenser. The Faerie Queen, bk. III., Prothalamium, Epithalamium.

Shakespeare. The Comedy of Errors, Coriolanus, Lear, Winter's Tale.

Ben Jonson. Catiline.

Massinger. A New Way to Pay Old Debts.

Milton. Paradise Lost, bks. IV., VI., VII., and VIII.

Dryden. The Hind and the Panther.

Byron. Childe Harold.

Wordsworth. The Prelude.

Shelley. Hellas, Epipsychidion, To A Sky-lark, The Sensitive Plant, Ode to Liberty, The Cloud, Sonnets, Hymn to Intellectual Beauty.

Browning. Strafford.

Tennyson. The Idylls of the King.

Bacon. Advancement of Learning, bks. I. and II.

Johnson. Lives of Milton and Addison.

Addison. Essays on Paradise Lost.

Burke. Reflections on the French Revolution.

Carlyle. The French Revolution.

*Sanskrit.*

Rigvéda, suktas 109 to 144.
Yaska's Nirukta.
Asvaláyanagrihya sútra.
Mitákshara, Vyavahárakánda.
Sukranítisára, chap. IV.
Harshacharitra.
Nágánanda.
Málavikágnimitra.
Kavyaprakása—Alankaraprakarana.

*Greek.*

Hesiod. The Works and Days.
Homer. Odyssey, bks. I., II., and III.
Sophocles. Œdipus Coloneus. Philoctetes. Trachineæ.
Aristophanes. Acharinans. Birds.
Thucydides, bks. I., II., and III.
Plato. Protagoras. Timæus.
Do. De Republica, bks. I., II., and III.
Æschines. De Falsa Legatione. In Timarchum.

*Latin.*

Vergil. Æneid, bks. VII., VIII., and IX.
Horace. The Satires.
Juvenal. From the 7th satire to the last, omitting the ninth.
Lucan. Pharsalia.
Martial. Epigrams, bk. I.
Tibullus. The whole.
Terence. Andria.
Plautus. Menæchmi.
Cicero. In Verrem, orations III., IV. and V.
Livy, bks. 1 to 5.
Seneca. Epistolæ XCVII. to CX.
Tacitus. Annals, bk. I. Histories, bk. I.

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## Dravidian Languages.

*Tamil as First Language.*

Chintamani, Namakalilambakam.
Silappathikáram, Pukárkandam.
Periyatirumozhi, stanzas 1 to 300.
Tevâram, 49 Pathikam in Thalavarisai, from Coyil to Venupuram.
Prabhulingalilai, from the beginning to the end of Prabhuthêvarvanthakashai.
Thâyumânavar Pâdal, from the beginning to the end of sukhavâri.
Tiruvarangakkalambakam, the whole.
Kambarâmâyanam, Araniyakandam.
Nannul, the whole, with Viruthiurai for Ezhutthathikaram.
Tolkappiyam, Sollathikaram, with the urai of Senavaraiyar.
Karikai, the whole, excluding Ozhipiyal.

*Tamil as Second Language.*

Râmâyanam, Araniyakandam, stanzas 1 to 400.
Nannul, Peyariyal, Vináiiyal, and Pothuviyal, with Kandikaiyurai.
Kural, first twenty Adhikárams, with Parimelazhakarurai.
Bharatam of Villiputturar, Virâtaparvam, the whole.

*Telugu as First Language.*

Appakavyamu (Prosody and Rhetoric).
Narasabhûpâliyamu.
Nannayabhattiyamu.
Andrabhâshabhûshanamu.
Vishnuchittiyamu, asvásas 1 to 3.
Vasucharitramu, asvásas 4 and 5.
Bhâratamu, Virâtaparvamu.
Ramâbhyudayamu, asvâsa 1.
Kavijanaranjanamu.
Bhagavatamu, skandhas 1 and 2.
Harivamsamu, asvásas 1 to 4.

*Telugu as Second Language.*

Narasabhupâliyamu.
Nannayabhattiyamu.
Vishnuchittiyamu.
Vasucharitramu.
Ramábhyudayamu.

*Kanarese as First Language.*

Sabdamanidarpana, with the Commentary of Nishturasanjaya (Kittel's edition).
Hampará́māyana, Balakanda, five chapters.
Kavyávalókana, Alankaraprakarana (Mysore edition.)
Jagannáthavijayá, asvásas 1 to 3.
Rajasekharavilása, asvásas 1 to 4.
Nagavarmana Chandassu.
Vrishabendravijáya, asvásas 1 to 3.
Kalavatiparinaya.

*Kanarese as Second Language.*

Sabdamanidarpana.
Sabara Sankara Vilasa.
Hampárámáyana, asvásas 1 to 5.
Jagannathavijaya, asvásas 1 to 3.
Kavyávalokana.

*Malayalam First Language.*

Válmikarámáyanam, Balakandam.
Bháratam, Sambhavaparvam and Udyógaparvam.
Adhyâtmarâmayânam, cantos 1 to 3.
Bháshánaishada Champu.
Krishnagátha, by Cheruseri Namburi, Rituvarnanam.
Kathakali, by Kottayattu Kerala Varma Tambiran, Krimmiravadham and Nivatakavachavadham.
Nalácharitam, by Unnayi Wariyar.
Uttaraswayamvaram Kathakali.
Vairágyachandródayam.
Bhagavatam, skandas 1 to 3.

*Malayalam as Second Language.*

Bháratam, Sambhavaparvam and Sabhaparvam.
Adhyátmarámáyanam, Ayodhyákandam.
Bhashánaishada Champu, first half.
Vetalácharitram.
Kathakali, by Kottayattu Kerala Varma Tambiran, Bakavadam and Kalyanasaugandhikam.
Nalacharitam, by Unnayi Wariyar, first two days' plays.
Prahládacharitram.

(By order.)

W. H. WILSON, Ph.D.,
*Registrar.*

Senate House, 16*th May* 1890

# PROCEEDINGS OF THE DIRECTOR OF PUBLIC INSTRUCTION.

**Presidency College, Madras.**—The report is written by Mr. Stuart who acted as Principal during the last quarter of the official year. The most noteworthy event in the history of the college during the year was the creation of a Professorship in Physics, which was filled in October last by the appointment of Mr. R. L. Jones, B. A., of Cambridge, by the Secretary of State. The changes in the professorial staff were fewer than usual and are indicated in the report.

The results of the University examinations were, taken as a whole, creditable. The F. A. results were bad, only 15 passing out of 65 entrances, but considering the proportion of passes in other large colleges, they may perhaps be looked upon as relatively satisfactory. The causes of this failure will, it is hoped, engage the attention of the Principal and of the College Council. The proportion of first-class passes, 33 per cent., was creditable. At the Language branch of the B. A. Degree examination 91 candidates presented themselves and 61 passed, 2 being placed in the first class The proportion of passes, it is noted with pleasure, was 67 against 57·2 per cent., the average for the Presidency. The results in English and optional languages should have been given separately. In Branch I. (Mathematics) only 4 passed out of 9 sent up, which is a poor result, even compared with the average for the Presidency. Mr. Ranganadam attributes this result to the low standard of the candidates sent up; the present set, however, in the third class seems to be particularly promising. The most satisfactory results were in Biology. It is gratifying to find that in each of the optional branches, except Mental and Moral Science, a first class was secured.

The table in para. 4 gives the distribution of pupils according to the various optional branches selected. In the fourth class the Philosophy section contains the largest number, 31. But in the present third class there are only 9 taking up this subject against 27 in the previous year. The decrease is partly due to the introduction of a new optional subject—Physics. The considerable demand there is now for Mathematical and Science graduates is also tending to reduce the large numbers that have hitherto resorted to Philosophy. In the Christian College, though no new optional branch was introduced, the number studying Philosophy declined by 13 per cent. The absence of Dr. Duncan must also have had something to do with the decrease noted above, though not to the same extent as the other causes, as the change was only temporary. In any case the Director is glad to find that the distribution of pupils in the optional branches is tending to become more even than it has been in the past. The smallness of the number in the Biology section is, however, somewhat discouraging. The causes assigned by Dr. Bourne for the unpopularity of this branch are no doubt real but the gradual extinction of the prejudices against the practical part of the work may be confidently looked for. The greater demand for graduates having a knowledge of the other branches taught in the college has probably more to do with the smallness of the classes than caste prejudices. The Director objects to any pressure being brought to bear upon the students in the choice of the optional subjects, but the shifting of students from one branch to another after they have joined the college should be prohibited unless the student is prepared to pay a fee for one other optional course. A date should be fixed for final selection of a branch. After that has passed no migration should be allowed without payment.

The increase in the number of pupils studying Sanskrit is satisfactory, especially in view of Sanskrit having lost the favored position in regard to marks which it previously held. As a special tutor is to be employed for giving instruction in Latin, it is hoped that Native students also will take to the study of this language from the first class upwards, especially those who intend to proceed to England for purposes of study. Dr. Oppert in his report refers to the decline in the general knowledge of the pupils, so far as this came under his observation as Professor of Sanskrit and Comparative Philology. The complaint is general and is due to the unsatisfactory nature of the Matriculation examination.

The reports of the Professors are printed as usual along with these Proceedings. Mr. Ranganadam Mudaliar points to the success—44·8 per cent.—obtained by the students in the last F. A. examination as a proof that the main reason for failure in this subject is not the inaptitude of the students for the study of Mathematics or the undue severity of the examination. There can be no doubt that the chief causes are

bad teaching and neglect of the subjects by the students. Dr. Bourne's report is of special interest. His proposal that the optional course in the science subjects (Natural and Physical) should be made by means of some hard-and-fast rule to extend to three years does not commend itself to the Director, for the reasons specified by Mr. Stuart. He is glad to learn that one of the Government scholars is engaged in some original investigations under the direction of Dr. Bourne. The weekly lectures in Political Economy given by Mr. Stone seemed to have proved so far a success. The widening of the intellectual horizon of the students and the giving to them new interests and means of mental cultivation are matters of the first importance in the higher education of the country. Dr. Wilson was relieved of the teaching of Physics during the year and the Director is glad to learn that he has been able to reorganize the Chemistry teaching. The college will soon be provided with the necessary accommodation and appliances for the efficient conduct of practical instruction.

The library seem to have been well used, chiefly by the Science and Biology students. The Director would like to know if it is not possible to arrange for class libraries being placed under the supervision of each Professor similar to that now under the control of Dr. Bourne. He would also suggest for the consideration of the Professor of English the organization of literary readings with a view to awaken an appetite for good literature, to widen the knowledge and improve the literary taste of the students whose attention is now, as has been pointed out by Mr. Metcalfe in his last report and other educationists, with rare exceptions, absolutely limited to the texts prescribed by the University. The students of the different classes might be assembled now and then to hear a reading from some masterpiece of English prose or poetry with short introductory comments on the pieces selected. Small prizes might also be given for miscellaneous reading.

Physical education seems to receive adequate attention. The arrangements made for the supervision of gymnastic instructions should have been given in the report.

There are four students studying for the M.A., all of whom are in receipt of scholarships. The Professors concerned should be requested by the Principal to forward through him the half-yearly reports on these students at the beginning of next term.

Owing to the increased attendance during the year the sum of Rs. 19,468 was collected from fees against Rs. 17,806 in 1888-89. The net cost to Government, however, increased from Rs. 94,000 to Rs. 1,00,768, owing chiefly to the additional Professor appointed in September last. The total cost of the institution was Rs. 1,21,349 against Rs. 1,03,160 in the previous year. Sixteen per cent. of the total expenditure was met from fees and 82 per cent. from Provincial funds.

*Law Department.*—The opening of a third Law class increased the attendance in the department from 201 to 282 and also necessitated an increase of the staff of Professors. Particulars of the classes of pupils according to race and creed are given in the margin. The greater portion of the increase was under Brahmans. The Eurasian and Muhammadan elements are poorly represented. The results of the B. L. Degree examination were fairly satisfactory. The sum of Rs. 23,500 was

| | 1888-89 | 1889-90 |
|---|---|---|
| Europeans and Eurasians | 4 | 3 |
| Native Christians ... | 9 | 11 |
| Muhammadans ... | 4 | 5 |
| Brahmans ... ... | 134 | 203 |
| Vaisyas ... ... | 4 | 4 |
| Sudras ... ... | 46 | 56 |
| Others ... ... | ... | 1 |

collected from fees against Rs. 20,500 in the previous year. After paying all expenses the Government had a net saving of Rs. 11,900. The scheme of the proposed Law College has been approved by Government, but the final orders of the Secretary of State are awaited.

The working of the college during the past official year has been encouraging in many ways. The increase in attendance, the good results produced in most of the University examinations and the general tone and discipline all testify to the popularity and efficient administration of the college.—*Pro. No.* 6893 *of 5th July* 1890.

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**Kumbakonam College.**—The abolition of the Science classes in December last necessitated a reduction in the staff. The changes in the staff during the year were rather more than usual, but they chiefly affected the Assistant Lecturers.

The figures relating to attendance demand attention. The total strength fell from 231 to 220, but if the loss caused by the closing of the Science class be taken into account, the strength was nearly stationary. In the Senior B.A. class there was a decrease of 4 and in the Junior B.A. class a decrease of 14 pupils. The low

strength of the Junior B.A. class seems to have been the result of the low percentage of passes at the F.A. examination. The Senior F.A. class was 67 strong on the 31st March last. This is above the number that can be conveniently managed and the Acting Principal was justified in refusing admission to the failed candidates whom he considered unfit to join the Senior class. The object of Government in maintaining an Arts College is not so much to supply the higher educational necessities of a district as to keep before those who are doing the educational work of the country a high standard of excellence. The Principal is best able to judge to how many students he can with the staff available do justice, and he will always receive the Director's support in not permitting his classes to exceed that number if the limit he fixes is reasonable, considering the capabilities of his staff and the quality of his students The Junior F.A. class was 97 strong and has been split up into two sections, but for the teaching of Mathematics and History only. The splitting up of the class into two sections for English teaching, or at all events for composition and paper work, seems even more necessary than for these two subjects. It is noted with pleasure that no less than eleven students in the Senior B.A. class were studying for the Language branch only. The result should be that their knowledge of Language should be much better than it could otherwise have been, and this should be the case also with the Optional branch, for they will have given a whole year exclusively to the subject concerned. To render the system, however, quite successful, the bye-laws of the University in regard to attendance certificates need amendment.

In para. 4 of his report Mr. Bilderbeck refers to the difficulties in the way of regulating admissions into the Junior F.A. class by means of an Entrance examination at the beginning of the first term. There is much force in the objections Mr. Bilderbeck raises against an Entrance examination. The Director therefore approves of his proposal to hold a Selection examination such as that recommended in para. 5 of the report. The results, however, of the Selection examination for the seventh class should be declared within three weeks of the closing of the colleges so that students rejected may have time to resort to other institutions. The Director also approves of the strength of the F.A. classes being restricted to a maximum of 60 each. If, however, the number of applications admits of the formation of two sections with a strength of at least 40 each, the sanction of Government will be obtained for the employment of special temporary Assistants. The Acting Principal is requested to submit a statement showing the present distribution of work among the Assistants in connection with the F.A. classes, and the number of hours devoted to teaching by each member of the staff.

The results of the Language branch of the B.A. Degree examination were not satisfactory. The percentage of passes was even less than the average for the Presidency. Out of 41 students, as many as 16 failed in English alone. The results in the Optional branches were on the whole creditable. In Mathematics especially the results were excellent. All the four that appeared passed, one being placed in the first class. In no other branch was a first class secured. For the F.A. examination 104 appeared and 21 passed. This result, though satisfactory, compared with those of other institutions, is still much below the level of results achieved in previous years. The largest proportion of failures was in the two most important subjects—English and Mathematics. Mr. Hanumantha Row in his report alluding to the low standard of attainments of students that enter the F.A. class remarks:—

"Boys enter our colleges who cannot understand any examination given in English. Their knowledge of Mathematics is of course *nil*. Our students begin Algebra and Euclid in the Lower Fourth class. They thus spend four years on subjects which certainly do not require more than two years to master."

The low standard of the Matriculation examination—in consequence of which many students gain admission to the College classes with so little knowledge, especially of English, that it is quite impossible for them to reach the F.A. standard in two or the B.A. standard in four years—has no doubt a great deal to do with this unsatisfactory state of things which has become a subject of complaint on the part of all educationists, but the Director is inclined to think that this deterioration is also due to the imperfect methods of teaching, and in large colleges to the want of adequate tutorial assistance. He however trusts that the best possible arrangements have been made especially for the teaching of English and Mathematics. Mr. Bilderbeck will report what supervision is exercised by the senior teachers over the F.A. classes with regard to the teaching of the subjects for the teaching of which they are responsible in the Higher classes. In the Presidency College each Professor gives some instruction in his own subject to the Senior F.A. class at least once a week.

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The Director endorses generally Mr. Bilderbeck's remarks in para. 5 of his letter regarding the low standard of teaching in High schools which, as a matter of course, tells unfavorably on colleges. He however trusts that the extension of the Upper Secondary course from two to three years consequent on the institution of the Upper Secondary examination and the efforts that are now being made to improve the Normal training of teachers will help to raise, at least indirectly, the standard of teaching in High schools. But much must necessarily depend upon a higher standard being adopted by the University for the Matriculation examination.

Full particulars are not given of the use made of the library by the different divisions of the B.A. classes, but the total number of books taken was satisfactory. In the review of the Presidency College report the Director has suggested the desirability of organizing literary readings. 'If care is taken to select for the purpose the best reader on the college staff and to pick out characteristic and attractive passages from some masterpiece of English prose or poetry; good effect is sure to be produced in awakening an appetite for wholesome literature of a high class.—*Pro. No.* 6834 *of 5th July*, 1890.

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**College of Engineering.**—The first of the reports above read deals with the working of the college for the sessional year ending 31st December 1889. But in, accordance with instructions given in Proceedings No. 6690, dated 10th August 1889 the Principal has submitted a supplemental report so as to bring the information given in the annual report down to 31st March 1890. The two reports together with the annual returns give all the information necessary for determining the work for the official year 1889-90.

Throughout the official year the college has been working in accordance with the reorganization scheme, sanctioned in G.O., No. 328, Educational, dated 27th May 1886, with a full staff of Professors and Teachers; but the changes in the teaching staff were rather more than usual. Captain Love remained in charge of the institution throughout the year, and the two Professors also were undisturbed, but there were several changes among the Assistant Instructors through sickness and other causes. The Director, however, thinks that the subordinate staff, as constituted at present, is, on the whole, more efficient than it has been for some years past, so far as general and special qualifications are concerned.

| Year. | Total attendance on 31st March. |
|---|---|
| 1885-86 ... ... ... | 185 |
| 1886-87 ... ... ... | 181 |
| 1887-88 ... ... ... | 93 |
| 1888-89 ... ... ... | 67* |
| 1889-90 ... ... ... | 96* |

* These figures exclude the number in the Artizan or Sub-Overseer's class opened in 1888-89.

The figures relating to attendance are encouraging. They bear out the Principal's remark that "the cycle of depression is now at an end." In the margin are noted the figures for the last five years. Including the attendance in the artizan class the number stood at 126 as against 93 in the previous year. Particulars relating to each class are given below:—

| | Strength on 31st March 1889. | Strength on 31st March 1890. |
|---|---|---|
| Engineer classes ... ... ... | 17 | 13 |
| Do. Subordinate classes ... ... | 17 | 28 |
| Military Probationers ... ... ... | 2 | 1 |
| Draftsman classes ... ... ... | 18 | 25 |
| Surveyor do. ... ... ... | 13 | 29 |
| Artizan do. ... ... ... | 26 | 30 |
| Total... | 93 | 126 |

The final and the term examinations of the different classes were conducted as usual by a Board of Examiners appointed by Government, the members being—

*President.*

Captain W. L. Baddeley, R.E.

*Members.*

Mr. G. H. Stuart, M.A.
" E. W. Stoney, M.E., M. Inst. C. E.
" W. N. Pogson, F.S.A.

*Assistant Examiners.*

Dr. VanGeyzel.
Mr. P. Vijiarunga Mudaliar.

At the final examination of the Engineer class nine appeared and seven passed, a very satisfactory result. In Science the students did poorly, but in other branches the results were creditable. It is noteworthy that six out of the seven successful candidates are Brahmans. The second division, which is the present first division, does not seem to very promising. The results of the final examination of the Engineer Subordinate class, the Director regrets to find, were a total failure. Nine appeared and only two passed. The failures were chiefly in Mathematics and in Engineering. The Board of Examiners' attribute the cause to the low general attainments of the students comprising this class. The standard of admission to this class is the Matriculation examination, which is also the standard for admission to the L. M. S. section in the Medical College, regarding which section also the very same complaint has been made. Captain Love is requested to report if it is not desirable to demand a pass at the Upper Secondary examination or the First-in-Arts of the Madras University as a condition for admission to the Engineer Subordinate class. The results of the Draftsman and Surveyor classes were a considerable improvement on those of the previous year and are creditable to the instructors concerned. The Board also examined under the new rules some independent candidates for the different certificates with satisfactory results. The Director fully endorses the remarks of the Board that the system of granting independent certificates should be continued as at present. The reports of individual examiners have not been furnished as in the previous year. The President of the Board will be requested to see that this is done in future, as a knowledge of how the classes fared with each examiner is of importance. It is presumed that the examinations were conducted in accordance with the revised syllabuses approved by Government in their Order No. 750, Educational, dated 3rd December 1889.

Taken, as a whole, the results of the College and University examinations indicate that the institution is beginning to turn out a better set of men. This opinion is in accordance with the pertinent remarks in para. 7 of Captain Baddeley's letter.

A very satisfactory feature of the working of the college was the attention paid to practical work. In G. O., No. 3549, dated 24th April 1889, sanction was accorded for the opening of a temporary workshop so as to afford to the students facilities for practical training. The workshop seems so far to promise well, but no success can be attained in the combination of theoretical and practical teaching, until the workshops are organised on a suitable scale, and practical teaching throughout interwoven with theoretical. If this is necessary in the case of mechanical races like the English, how much more essential is it with races having little hereditary tendency towards mechanical pursuits? The attendance at the workshop should be made compulsory with all students. This was the condition on which its opening was approved by Government. The plans and estimates for a permanent workshop and an experimental laboratory are under consideration. Considerable attention was paid to outdoor work in surveying and inspection of public buildings in view of the development of practical work in the college. Captain Love recommends that the marks assigned for this part of the work should be increased. The Director is inclined to approve the suggestion, but it is one which requires very careful consideration, in communication with the Board of Examiners, before it can be recommended for the sanction of Government.

The use made of the library was satisfactory. Physical training seems also to have received greater attention during the year. The Director is glad to learn that Captain Love has been able to compile a calendar of the college, which, among other necessary information, contains a very interesting history of the college.

Three scholarship-holders of the Victoria Technical Institute are being trained in the college with a view to their qualifying for the Higher Examination in Science, Art and Industries. The Director is glad to learn that their admission has been a distinct gain to the college.

The Government has already recorded its thanks to Raja Sir T. Madhava Rau for his liberal endowment of three annual prizes. The Director also notes with pleasure the establishment of the Rogers prize by old students of the college.

The year under review has been one of progress in many ways. The improvement noticeable in the attendance, in the results achieved at the public examinations, in the development of practical work, and in other matters noted above clearly indicate that the college has passed the depressing period of transition and has entered upon a period of progress and development.—*Pro. No.* 5439 *of* 30*th May*, 1890.

**Teachers' College Saidapet.**—The most noteworthy event in the history of the college during the year was the arrangement made for the training of teachers in some of the special subjects with a view to meet the demands of practical education. The staff was increased by the addition of two instructors—one in Book-keeping, Commercial Correspondence and Banking with Political Economy, and another in Surveying, Levelling and Mensuration. These posts have been filled by specially qualified men. As the institution progresses on the lines of the reorganization, the Director hopes to develop the special departments now started and to add to them other branches of special knowledge, for teaching which provision does not exist, or if it exists, is not available in the technical institutions of the city.

The Practising department was also partially organized with a view to preparing candidates for the Upper Secondary examination, but, from the opening of next session, it is hoped that Mr. Hall will be able to organize all the classes with a special view to that examination, beginning the school year on the 1st July. Pupils should still be prepared for the Matriculation examination, but they should be prepared to appear for it in the middle of their third year.

The changes in the staff of teachers in the Practising department were numerous, but they were mostly unavoidable. The introduction of the reorganization scheme in its entirety will remove this defect to a great extent. The Normal department, however, did not in any way suffer from any changes in the staff.

As anticipated by Mr. Hall in the last report, an appreciable increase has taken place in the strength of the Normal department, the number having increased from 55 to 67. This number is exclusive of two graduates and four F. As. learning commercial subjects who receive scholarships from the Victoria Technical Institute. It is particularly encouraging to note that the number of graduates advanced from 11 to 17 and that of F.As from 18 to 30. It is hoped that these men are generally men of ability. Great care should be exercised in the selection of students for scholarships in order to secure the presence in the institution of a considerable number of men of intellectual power. Unless this is done trained teachers will not obtain the position in the educational world to which their special knowledge gives a fair claim. Special knowledge must be built on intellectual strength, if specialists are to attain real influence and to do excellent work in their profession. The decrease in the number of Matriculates is not regretted, for the main object of the college is to train teachers of superior grades. The new code of rules provides for only 15 scholarships for Matriculates. The number of applicants for scholarships in the present year was as large as 280; but, as the Director remarked last year, this large number is no clue to the extent to which normal training is being appreciated by the employers of teachers, because the refusal of grant to untrained and uncerti- ficated teachers compels managers of schools to employ technically qualified teachers, whether they consider them more efficient than teachers not technically qualified or not. The scholarship is also a great attraction. Still the Director believes that trained teachers are being more and more appreciated for their own sake. In futher reports he will be glad to see the opinions of managers on this important question find place, as well as other information showing in what esteem the *ex*-students are held by their employers. There should be no room for doubt on the subject. The superiority of the trained to the untrained teacher is a fact beyond dispute in all civilised countries and if it is not the case also in Madras, failure must be attributed to the defective character of its training institutions. The Director looks confidently to Mr. Hall to render the Teachers' College so efficient that so far at least as its students are, concerned the superiority of trained over untrained teachers shall be unquestioned.

A large number of students are receiving instruction in Book-keeping and Commercial Correspondence, but only seven and nine pupils in the Normal depart- ment receive instruction in Mensuration and Surveying, respectively. Mr. Hall is requested to report on what principle he allows pupils in the Normal department to take up these special subjects. The proportionate number of students learning Book- keeping and Commercal Correspondence is excessive. Mensuration and Surveying should certainly be taught to as many students as the former subjects. The demand for teachers of these subjects will ere long become considerable. The instructors in the special subjects should be given to understand distinctly that their work will be tested chiefly by the success of their pupils at the public examinations.

The results of the School-management examination were creditable to the Assist- ants. At the L. T. Degree examination two passed out of five sent up—rather a poor result. The Director last year drew the attention of the Principal to the defects

practical teaching of the graduate students of the college and he trusts that greater attention is now being paid to this part of the work. The concession now allowed to L. T. students to bring up the theoretical and practical portions separately, if they wish it, will be a great advantage to them. Dr. Bradshaw has not submitted any special report this time. The Director, however, notes with satisfaction his remark that attention has been paid to the defects noticed last year.

The Director has perused the special report of Mr. Adam and the Rev. Mr. Pittendrigh on drill and gymnastics with interest. The results show that adequate attention has been paid to physical education during the year. He desires that an independent report should be submitted each year on this part of the work of the college. He thanks Messrs. Adam and Pittendrigh for their kindness in having undertaken the inspection.—*Pro. No. 6641 of 2nd July*, 1890.

# EDUCATIONAL NOTIFICATIONS.

## GAZETTE NOTIFICATIONS.

*Fort St. George Gazette, Tuesday Evening, July* 1, 1890.

*Ootacamund, June* 26, 1890.

Mr. David Duncan, M.A., D.SC., to act as Director of Public Instruction and Commissioner for the U. C. S. Examinations during the employment of Mr. H. B. Grigg on other duty, or until further orders.

*Ootacamund, June* 7, 1890.

Surgeon J. Smyth, M.D., Professor of Pathology, Madras Medical College, to act as a temporary measure, until further orders, as Professor of Hygiene in the above institution without prejudice to his own duties.

Mr. James Moss, B.A., Headmaster, Government College, Mangalore, to act as Professor of History in the Presidency College, during the absence of Mr. Stone on other duty, or until further orders.

*Fort St. George Gazette, Tuesday Evening, July* 8, 1890.

*Ootacamund, July* 4, 1890.

M. G. H Stuart, M.A., Principal, Kumbakonam College, and Acting Professor of Mathematics, Presidency College, to act as Principal, Presidency College, during the absence of Dr. D. Duncan on other duty, or until further orders.

Mr. C. C. Flanagan, M.A., Assistant Inspector of Schools, Seventh Division, to act as Head Master, Government College, Mangalore, during the employment of Mr. J. Moss, B.A., on other duty, or until further orders.

Mr. S. Satthianadhan, M.A., LL.B., Assistant to the Director of Public Instruction, to act as Professor of Logic and Moral Philosophy in the Presidency College during the absence of Dr. D. Duncan on other duty, or until further, orders.

*Fort St. George Gazette, Tuesday Evening, July* 15, 1890.

*Ootacamund, July 9th*, 1890.

M.R.Ry. D. S. Krishnaswami Aiyar, B.A., is appointed Asst. Inspector of Schools, 4th Division.

M.R.Ry. A. C. Pranatharthihara Aiyar, B.A., Headmaster, Municipal High Schools, Bellary, is appointed to act as Assistant Inspector of Schools, 4th Division, *vice* M.R.Ry. D. S. Krishnaswami Aiyar, on leave.

*Ootacamund, 11th July*, 1890.

Dr. G. Oppert, is appointed to act in the First Class, *vice* Dr. Duncan, on other duty.

Mr. T. T. Metcalfe, M.A., is appointed to act in the Second Class, *vice* Dr. Oppert

Mr. T. T. Logan, B.A., is appointed to act in the Third Class, *vice* Mr. Metcalfe.

Mr. C. C. Flanagan, M.A., Asst. Inspr. of Schools, is appointed to be in the First Class. *vice* M.R.Ry. P. Vijayaranga Mudaliar.

M.R.Ry. P. Srinivasa Rao Pantulu, B.A., Asst. Inspector of Schools, is appointed to be in the Second Class, *vice* Mr. Flanagan.

Muhammad Azam Sahib, B.A., is appointed to act as Asst. Inspector of Schools Fifth Division.

M.R.Ry. P. S. A. Sundram Aiyar is appointed to act as Assistant Inspector of Schools, Seventh Division.

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*Fort St. George Gazette, Tuesday evening, July 22, 1890.*
*Ootacamund, July 18, 1890.*

M. R. Ry. C. Nagoji Rau Pantulu Garu, B.A., Inspector of Schools, Northern Circle, privilege leave for one month and eight days from or after the 2nd July 1890, under Article 291 of the Civil Service Regulations.

Surgeon-Major J. H. Ritchie, M.D., Civil Surgeon, Madura, to be Principal and Professor of Medicine, Madras Medical College, *vice* Brigade-Surgeon A. Porter promoted.

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## APPOINTMENTS, LEAVE, &c.,

BY THE DIRECTOR OF PUBLIC INSTRUCTION.

The Director is pleased to appoint T. A. Ramachendra Aiyar, Headmaster, Board Normal School, Tanjore, to act as Sub-Assistant Inspector of Schools, Kumbakônam Range, in the probationary class, during the absence of M.R.Ry. M. S. Kuppusami Aiyar on privilege leave or until further orders.—*Pro. No. 77-O. of 13th June* 1890.

The Acting Director is pleased to grant Miss Morgan, Head Mistress, Government Hobart Girls' School, Royapettah, Madras, leave without allowances for one year and six months with effect from the date of her availing herself of it, and to make the following appointments in consequence.

Miss Minna Karney, Acting 1st Assistant, Government Hobart Girls' School, to act as Head Mistress *sub. pro tem* on a salary of Rs. 60 a month during the absence leave of Miss Morgan, or until further orders.

Miss A. Joanna Haines to act as First Assistant *sub. pro tem* on Rs. 40 *vice* Miss Karney on other duty, or until further orders.—*Pro. No. 7517 of 19th July* 1890.

The Acting Director is pleased to appoint Muhammad Latif Hussain Sahib to be Instructor in Mensuration, Government Madrasa-i-Azam, *sub. pro tem* on a salary of Rs. 20 per mensem. This appointment will have effect from the 14th instant.—*Pro. No. 7665 of 23rd July* 1890.

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## List of Subscriptions received by the Superintendent, L. A. Press, Madras, on account of the "Journal of Education," from 28th June to 29th July 1890.

| | | RS. | A. |
|---|---|---|---|
| A. Sundrum Iyer, Madanapalle ... ... ... | for 1889 ... | 4 | 8 |
| Registrar, Punjab University, Lahore ... ... ... | do. ... | 4 | 8 |
| P. Ragavendra Row, Esq., Mysore ... ... (Balance) | do. ... | 0 | 8 |
| Do. do. ... ... | for 1890 ... | 4 | 8 |
| Registrar, Punjab University, Lahore ... ... | do. ... | 4 | 8 |
| D. Ganpat Row, B.A., Calicut ... ... ... | do. ... | 4 | 8 |
| Manager, L. F. Middle School, Badagara ... ... ... | do. ... | 4 | 8 |
| K. Mooroogasa Chetty, Madras ... ... | do. ... | 4 | 8 |
| G. Sankara Pillay, Trevandrum ... ... ... | do. ... | 4 | 8 |
| Head Master, Church of Scotland Mission Middle School, Sholingur. | do. ... | 4 | 8 |
| Chairman, Municipal Council, Salem ... ... ... | do. ... | 4 | 8 |
| P. Mungapathy Naidoo, B.A., Madras ... ... ... | do. ... | 4 | 8 |
| Head Master, Municipal Middle School, Tirupatur ... | do. ... | 4 | 8 |
| S. A. Shufie Esq., Head Master, S. P. G. High School, Ramnad ... | do. ... | 4 | 8 |
| Rev. P. Carlino, Rector, All Saints' College, Hyderabad ... | do. ... | 4 | 8 |
| Principal, Maharajah's High School and College, Trevandrum ... | do. ... | 4 | 10 |
| President, Taluk Board, Tirukoilur ... ... ... | do. ... | 4 | 8 |
| President, District Board, S. Arcot, Cuddalore ... ... | do. ... | 4 | 8 |
| T. Sitaramaswami Pantulu, Sub.-Asst. Inspector of Schools, Cocanada Range ... ... ... | do. ... | 4 | 8 |
| Chairman, Municipal Council, Ooty ... ... ... | do. ... | 4 | 8 |

| | | RS. | A. |
|---|---|---|---|
| S. Mansurshah Maraikayar, Nagore ... ... | ...for 1890 .. | 4 | 8 |
| Head Master, High School, Ahmedabad ... ... | ... do. ... | 4 | 8 |
| President, Taluk Board, Tindivanam ... ... | ... do. ... | 4 | 8 |
| C. M. Hessing, Esq., H. H. The Maharajah's High School, Quilon, | July to Dec. '90.. | 2 | 8 |
| Head Master, American Mission Middle School, Vayalpad | ... do. ... | 2 | 8 |
| Miss N. H. Schmidt, Christ Church School, Nellore ... | ... do. ... | 2 | 8 |
| Anthony Saldanha, Esq, St. Joseph's College, Trichinopoly | .. do. ... | 2 | 8 |
| Head Master, Congress High School, Madanapallee ... | .. do. ... | 2 | 6 |
| Head Master, Chakrapany Sannidhi A.V.M. School, Kumbakonam .. | do. ... | 2 | 8 |
| H. J. Bhabha, Esq., Educational Secty. to the Govt. of Mysore ... | do. ... | 100 | 0 |
| Head Master, High School, Chikkaballapore ... | ... do. ... | 2 | 8 |
| Manager, Aryan Middle School, Tiruvadamarudur, Tanjore ... | do. ... | 2 | 8 |
| Head Master, St. Francis Xavier's Girls, School, Madras ... | do. ... | 2 | 8 |
| Rajah of Sandur ... ... | July 1890 to June 1891... | 4 | 8 |
| Manager, A. M. M. School, Battalagundu ... | June 1890 to May 1891... | 4 | 8 |
| Manager, Ladies' Association Girls' School, Vepery. | July 1890 to June 1891... | 4 | 8 |
| Narhar Purushothama, Taharabadakar, Poona District | do. ... | 4 | 8 |
| Manager, R. C. School, Calicut ... ... | June 1890 to May 1891... | 4 | 8 |
| Chief Secretary to Government Financial Dept, Madras. | June to Dec. 1890... | 154 | 0 |
| President, Taluk Board, Tirupatur ... ... | June 1890 to May 1891... | 4 | 8 |
| Head Master, Normal School, Anantapur ... | July 1890 to June 1891... | 4 | 8 |
| Manager, A. E. L. Mission, Guntoor ... ... | June 1890 to May 1891... | 4 | 8 |
| Rev. W. B. Simpson, Madurantakum ... ... | April 1890 to March 1891... | 4 | 8 |
| Rev. E. Lewis, Mission School, Bellary ... | July 1890 to Ju[illegible]... | 4 | 8 |
| Head Mistress, St. Joseph's Convent School, Calicut, | do. ... | 4 | 8 |
| Rev. P. J. O'Carroll, Manager, New Town Catholic Boys' School, Madras ... | ...April 1890 to March 1891 .. | 4 | 8 |
| Secretary, Sanskrit High School, Vencatagiri ... | July 1890 to June 1891... | 4 | 8 |
| Head Master, St. Joseph's High School, Tirupapuliyur, | do. ... | 4 | 8 |
| C. Srinivasa Ragavachary, Washermanpet, Madras, | April to Sept. 1890 .. | 2 | 8 |
| Secretary, Doveton Prot. Col. Committee, Madras, | June 1890 to May 1891 .. | 9 | 0 |
| Manager, St. Aloysius' College, Vizagapatam ... | do. .. | 9 | 0 |
| Head Mistress, Trinity Church School, Rajahmundry, | July 1890 to June 1891... | 4 | 8 |
| Rev. J. W. Scudder, Vellore ... ... | do. ... | 4 | 8 |
| Head Master, Municipal Town School, Chicacole... | August 1890 to Jan. 1891... | 2 | 8 |
| Head Master, Middle School, Akidu, Godavery Dt.. | July 1890 to June 1891... | 4 | 8 |
| Manager, R. C. Asylum School, Bellary ... | do. ... | 4 | 8 |
| Surgeon Major T. H. Pope, Egmore ... | do. ... | 4 | 8 |
| W. L. King, Esq., Vepery ... ... | January to May 1890... | 1 | 14 |
| Manager, St. Joseph's Middle School, Ooty ... | July 1890 to June 1891... | 4 | 8 |
| Head Master, S. P. G. Middle School, Cuddalore .. | Aug. 1890 to Jan. 1891... | 2 | 8 |
| Manager of the Protestant School, Cochin | June to Dec. 1890... | 2 | 10 |
| A Gentleman ... ... | for June 1890... | 0 | 8 |
| St. Marie Convent of the Good Shepherd, Mysore... | for July 1889 Balance .. | 0 | 1¼ |
| Chairman, Municipal Council, Bellary ... | for January 1889... | 0 | 6 |
| J. Daur, Esq., Mangalore ... ... | for February 1890... | 0 | 8 |
| | Total Rupees. | 497 | 7¼ |